

Polk County Public Schools

North Lakeland Elementary School Of Choice



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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	79%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a 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>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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.

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title
Sealey , Kim	Principal
Anderson, Cassandra	Instructional Coach
Clark, Angela	Other
Vuto, Ariel	Instructional Coach
Wiedenman, Jennifer	Assistant Principal

Duties

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

The School Leadership Support 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).

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 School 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 and science assessments.

The LEA Coordinator provides support to our ESE teachers as a liaison between teachers and parents while providing school support to ensure student Individual Education Plans (IEPs) are in compliance.

Early Warning Systems

Year 2017-18

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 7/17/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Mathematics Lowest 25th Percentile is the lowest performing data component at 48%. This is a stagnant component instead of a trend because the previous year was also 48%. In years prior, the component has only fluctuated slightly.

Which data component showed the greatest decline from prior year?

ELA Lowest 25th Percentile is the largest and only decline from the prior year, decreasing from 63% to 49%.

Which data component had the biggest gap when compared to the state average?

ELA Proficiency is the biggest gap at seven percentage points lower than the state average.

Which data component showed the most improvement? Is this a trend?

With an increase of 18 percentage points, Science Proficiency is the data component with the most improvement from the prior year. This is an upward trend because this component has primarily increased since 2015 with the exception of last year.

Describe the actions or changes that led to the improvement in this area.

Teachers used a day of collaborative planning to create 5E science lessons and committed to implementation with fidelity. On a weekly basis, teachers met to discuss successes and failures in order to ensure highly quality standards based instruction. After reviewing science data, a group of students were invited to a "Science Boot Camp" on three Saturdays in April before the Science assessment in May, which focused on Science standards presented in third and fourth grade.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	49%	50%	56%	44%	48%	52%
ELA Learning Gains	50%	51%	55%	58%	49%	52%
ELA Lowest 25th Percentile	49%	45%	48%	59%	42%	46%
Math Achievement	61%	58%	62%	47%	54%	58%
Math Learning Gains	58%	56%	59%	51%	52%	58%
Math Lowest 25th Percentile	48%	44%	47%	46%	41%	46%
Science Achievement	57%	53%	55%	50%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (37)	0 (48)	0 (35)	0 (40)	0 (44)	0 (49)	0 (253)
One or more suspensions	0 (2)	0 (6)	0 (10)	0 (8)	0 (15)	0 (15)	0 (56)
Course failure in ELA or Math	0 (0)	0 (3)	0 (2)	0 (3)	0 (7)	0 (0)	0 (15)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (34)	0 (34)	0 (28)	0 (96)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	47%	51%	-4%	57%	-10%
	2017	47%	53%	-6%	58%	-11%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	38%	48%	-10%	56%	-18%
	2017	45%	51%	-6%	56%	-11%
Same Grade Comparison		-7%				
Cohort Comparison		-9%				
05	2018	47%	50%	-3%	55%	-8%
	2017	33%	44%	-11%	53%	-20%
Same Grade Comparison		14%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	59%	56%	3%	62%	-3%
	2017	54%	58%	-4%	62%	-8%
Same Grade Comparison		5%				
Cohort Comparison						
04	2018	55%	57%	-2%	62%	-7%
	2017	56%	60%	-4%	64%	-8%
Same Grade Comparison		-1%				
Cohort Comparison		1%				
05	2018	45%	56%	-11%	61%	-16%
	2017	32%	47%	-15%	57%	-25%
Same Grade Comparison		13%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	50%	51%	-1%	55%	-5%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	21	44	50	19	44	37	8				
ELL	29	38	56	55	47	38	39				
BLK	47	50	50	51	63	56	50				
HSP	42	46	50	63	57	44	48				
WHT	64	57		69	53		78				
FRL	48	51	49	58	57	45	54				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	9	36	48	14	36	32	15				
ELL	33	39	68	51	56	33	31				
BLK	37	50	57	39	54	63	12				
HSP	40	37	67	52	55	32	47				
WHT	55	57	70	56	43	46	46				
FRL	34	44	61	43	50	52	35				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Improve Core Instruction in English Language Arts and Math
Rationale	Trends in data reflect minimal progress in student proficiency on the 2018 Florida Standards Assessment.
Intended Outcome	Increase ELA proficiency by 5% and Math proficiency by 10% as evidenced by the Spring 2019 FSA data. Develop and deepen classroom strategies where the focus of instruction is shifted from the teacher to the student, with the end goal of developing students who are autonomous and independent, by placing the responsibility of learning in the hands of the students.
Point Person	Kim Sealey (kim.sealey@polk-fl.net)
Action Step	<p>Building a trusting community: In order to achieve this action step, it is necessary to build trust and communication at the beginning of the school year through a daily morning meeting in each of the classrooms. By involving students directly in the education process, and by enabling them to interact with one another, students begin to feel a sense of community.</p> <p>Planning for target and task alignment: During weekly collaborative planning, teachers, coaches and administrators will plan for rigorous instruction through instructional team discussions. Ensuring teachers know the complexity level of the standard and aligning the instructional tasks to advance students toward mastery of the standard will be an ongoing goal throughout the year.</p> <p>Visible learning: Students should understand what they are learning by having the Florida State Standards and learning targets introduced and discussed throughout the learning to be sure the intended learning is visible in the classroom to the students. Additionally, students should know the characteristics or criteria to be demonstrated as evidence of achievement for what they need to know or be able to do to be successful with the intended classroom learning.</p>
Description	<p>Student Engagement: Engaging students in the learning through accountable talk and student led academic team-centered activities will keep learning engaging and minimize non-learning behaviors. Having a classroom environment, with engaging projects, cognitively complex activities and student discussions will foster mutual respect and encourage a pursuit of learning that leaves little time for disruptions.</p> <p>Monitoring student learning to take action: Teachers will use different monitoring strategies throughout the lesson to find evidence from what students do, say, make or write to infer what the students understand, know, feel or think in order to make immediate instructional decisions to improve student learning.</p> <p>Math and Reading Interventionists: Two teachers will work with our lowest 25% in math and reading to assist students with their learning.</p> <p>ELA Tutoring: ESOL students will be invited to attend after school tutoring on Tuesday and Wednesday during the first semester of the 18-19 school year. Third, Fourth and Fifth grade students who are below grade level in reading will be invited to ELA tutoring during the second semester of the 18-19 school year.</p>

Person Responsible Kim Sealey (kim.sealey@polk-fl.net)

Plan to Monitor Effectiveness

Using a Rigor Walk observation tool, administrators and coaches will pass-through classrooms each week in order to review the level of classroom evidence for the action steps listed toward the goal.

Compiled bi-weekly data will be shared with the NLE Support Staff every other Monday during meetings. An instructional plan of action will be created.

Description Compiled monthly pass-through data will be shared with the NLE Leadership team during meetings in order to open discussions about the evidence along with action steps for continued implementation.

Instructional grade level team members will use a Rigor Walk observation tool to have monthly instructional walks through classrooms in order to discuss evidence of student learning and student centered strategies. Planning and debriefing discussion will be used for follow-up.

Person Responsible Kim Sealey (kim.sealey@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Please see the attached PFEP in response to the ESSA, P.L> No. 114-95 requirement.

PFEP Link

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

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.

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.

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 provide supplemental instructional resources and interventions for students with academic achievement needs and 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. 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. They 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. School Technology Services provide technical support 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 provides support for identified homeless students. NLE's Guidance Counselor coordinates with the Hearth Program.

Multi-Tiered System of Support (MTSS)- 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.

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

Part V: Budget

Polk - 0201 - North Lakeland Elementary School Of Choice - 2018-19 SIP
North Lakeland Elementary School Of Choice

Total:	\$0.00
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