

Polk County Public Schools

North Lakeland Elementary School Of Choice



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	8
Planning for Improvement	13
Title I Requirements	16
Budget to Support Goals	18

North Lakeland Elementary School Of Choice

410 ROBSON ST W, Lakeland, FL 33805

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

Demographics

Principal: Talley Miller

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (42%) 2017-18: C (53%) 2016-17: C (49%) 2015-16: C (51%) 2014-15: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Purpose and Outline of the SIP	4
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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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	Job Duties and Responsibilities
Sealey , Kim	Principal	
Anderson, Cassandra	Instructional Coach	
Clark, Angela	Other	
Vuto, Ariel	Instructional Coach	
Wiedenman, Jennifer	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	119	122	94	140	107	127	0	0	0	0	0	0	0	709
Attendance below 90 percent	34	32	20	15	15	19	0	0	0	0	0	0	0	135
One or more suspensions	2	4	0	0	2	6	0	0	0	0	0	0	0	14
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	15	17	45	0	0	0	0	0	0	0	77

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	24	12	41	29	50	0	0	0	0	0	0	0	158

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	1	4	4	23	20	30	0	0	0	0	0	0	0	82
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

FTE units allocated to school (total number of teacher units)

50

Date this data was collected or last updated

Wednesday 8/14/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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	13	37	15	29	13	22	0	0	0	0	0	0	0	129
One or more suspensions	0	6	4	7	7	19	0	0	0	0	0	0	0	43
Course failure in ELA or Math	0	38	24	67	41	63	0	0	0	0	0	0	0	233
Level 1 on statewide assessment	0	0	0	15	17	45	0	0	0	0	0	0	0	77

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	24	12	41	29	50	0	0	0	0	0	0	0	158

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	51%	57%	44%	51%	55%
ELA Learning Gains	43%	51%	58%	47%	53%	57%
ELA Lowest 25th Percentile	42%	49%	53%	63%	50%	52%
Math Achievement	51%	57%	63%	49%	58%	61%
Math Learning Gains	42%	56%	62%	52%	57%	61%
Math Lowest 25th Percentile	34%	47%	51%	48%	49%	51%
Science Achievement	40%	47%	53%	39%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	119 (0)	122 (0)	94 (0)	140 (0)	107 (0)	127 (0)	709 (0)
Attendance below 90 percent	34 (0)	32 (0)	20 (0)	15 (0)	15 (0)	19 (0)	135 (0)
One or more suspensions	2 (0)	4 (0)	0 (0)	0 (0)	2 (0)	6 (0)	14 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	15 (0)	17 (0)	45 (0)	77 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	50%	52%	-2%	58%	-8%
	2018	47%	51%	-4%	57%	-10%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	37%	48%	-11%	58%	-21%
	2018	38%	48%	-10%	56%	-18%
Same Grade Comparison		-1%				
Cohort Comparison		-10%				
05	2019	40%	47%	-7%	56%	-16%
	2018	47%	50%	-3%	55%	-8%
Same Grade Comparison		-7%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	56%	4%	62%	-2%
	2018	59%	56%	3%	62%	-3%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	46%	56%	-10%	64%	-18%
	2018	55%	57%	-2%	62%	-7%
Same Grade Comparison		-9%				
Cohort Comparison		-13%				
05	2019	43%	51%	-8%	60%	-17%
	2018	45%	56%	-11%	61%	-16%
Same Grade Comparison		-2%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	34%	45%	-11%	53%	-19%
	2018	50%	51%	-1%	55%	-5%
Same Grade Comparison		-16%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	20	24	24	24	21	28	13				
ELL	45	37		47	37		33				
BLK	39	44	54	40	40	47	29				
HSP	45	42	33	49	40	14	42				
WHT	53	40		68	48		50				
FRL	39	42	41	46	42	34	34				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	352
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	22
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	52
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Mathematics Lowest 25th percentile is the lowest performing data component at 34%. This is a data trend because during the 18-19 school year this was also the lowest performing component.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

With a 16% decrease, mathematics learning gains had the greatest decline from the prior year.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Mathematics Learning Gains is the greatest gap at 20 points below the state average of 61%.

Which data component showed the most improvement? What new actions did your school take in this area?

3rd grade ELA and Mathematics proficiency increased slightly. The 3rd grade team was aligned in their collaborative planning which provided consistent Tier 1 instruction across the grade level.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

18% of students have an attendance rate below 90%. 33% of students have D or F in a math or ELA course. 25% of 5th grade students have been retained at least once.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. SWD subgroup
2. ELL subgroup
3. Hispanic subgroup
4. Tier 1 mathematics instruction
5. Differentiated mathematics instruction for Tier 2 and Tier 3 students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	SWD subgroup
Rationale	Trends in FSA data indicate that the SWD subgroup has remained stagnant over the past two years. Research demonstrates the need for improvement and increase in every subgroup.
State the measurable outcome the school plans to achieve	North Lakeland Elementary will increase the learning gains of the SWD subgroup to 30%.
Person responsible for monitoring outcome	Kim Sealey (kim.sealey@polk-fl.net)
Evidence-based Strategy	Through Collaborative Planning, instructional coaches will lead teachers in purposeful planning for student teaming. Students will have equitable and inclusive roles and tasks when working with peers. Reading and Math Interventionists as well as an Instructional Paraeducator will work with small groups of students for additional support of learning.
Rationale for Evidence-based Strategy	During planning, teachers and ELA and Math coaches will analyze student work samples together to calibrate expectations of meeting student success criteria across the grade level. Additionally, teachers will be able to determine if proficiency of the learning standard has been achieved. Teachers and counselor will meet monthly for MTSS problem solving discussions to track student progress.
Action Step	
Description	<ol style="list-style-type: none"> 1. weekly planning time scheduled with coaches 2. interventionist and instructional paraeducator schedules with identified students 3. administrative walk throughs with specific feedback related to student teaming 4. LSI consultant will lead a faculty PD on Student Teaming 5. walk throughs with the LSI consultant and LSI leadership team checking for fidelity of implementation
Person Responsible	Kim Sealey (kim.sealey@polk-fl.net)

#2	
Title	ELL subgroup
Rationale	Trends in FSA data indicate that the ELL subgroup has primarily decreased in Math with only slight increase in ELA. Research demonstrates the need for improvement and increase in every subgroup and every subject.
State the measurable outcome the school plans to achieve	North Lakeland Elementary will increase learning gains of the ELL subgroup to 45%.
Person responsible for monitoring outcome	Kim Sealey (kim.sealey@polk-fl.net)
Evidence-based Strategy	Through Collaborative Planning, instructional coaches will lead teachers in purposeful planning for student teaming. Students will have equitable and inclusive roles and tasks when working with peers. Additionally, instructional coaches will provide support to teachers in selecting equitable and varied literature for classroom libraries. Through science planning for "hands on" learning, teachers will be able to engage all learners despite their English proficiency.
Rationale for Evidence-based Strategy	During planning, teachers and ELA and Math coaches will analyze student work samples together to calibrate expectations of meeting student success criteria across the grade level. Teachers and counselor will meet monthly for MTSS problem solving discussions to track student progress.
Action Step	
Description	<ol style="list-style-type: none"> 1. weekly planning time scheduled with coaches 2. administrative walk throughs with specific feedback related to student teaming 3. walk throughs with the LSI consultant and LSI leadership team checking for fidelity of implementation 4. preparation for 5th grade science planning day and arrangements for substitutes 5. coaches prepare book list order with teachers
Person Responsible	Kim Sealey (kim.sealey@polk-fl.net)

#3	
Title	Mathematics
Rationale	Trends in mathematics data indicate a decline in each data set. A decline in each component is an indication that across the school, there is a Tier One instructional deficit.
State the measurable outcome the school plans to achieve	North Lakeland Elementary will increase mathematics proficiency and learning gains by 10%.
Person responsible for monitoring outcome	Kim Sealey (kim.sealey@polk-fl.net)
Evidence-based Strategy	Collaborative Planning with Instructional Coaches using weekly agenda items of Target & Task Alignment, Differentiation, and Monitoring for Learning that will move instruction from Teacher Centered to Student Centered as defined by LSI's School Instructional Maturity Model. Administrators will participate in planning and provide walkthrough feedback to ensure implementation with fidelity. Administrators and selected staff members will attend the annual LSI Conference to further their knowledge of School Instructional Maturity Model.
Rationale for Evidence-based Strategy	Strengthening Tier One instruction begins with consistent and purposeful planning for goal outcomes. Teachers must have full understanding of the complexity level and plan purposeful tasks which will meet the standards and needs of students. Additionally, interventions and differentiated tasks will ensure all students are learning and will make gains.
Action Step	
Description	<ol style="list-style-type: none"> 1. weekly schedule for collaborative planning 2. administrator schedule for weekly walkthroughs 3. instructional coaching cycles for tiered teacher support 4. supplies for differentiation such as manipulatives or other resources 5. Administrators and teachers attend LSI Annual Conference
Person Responsible	Kim Sealey (kim.sealey@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

North Lakeland will continue efforts of reaching all learners through the book study, "Rich Teaching, Poor Students" to reinforce principles of relationship building, student achievement, and beliefs about students. ESOL supports will continue through the use of iPads with designated applications for Non-English Speakers as well as ESOL tutoring after school. Our ESOL para will work with the non-english speaking students to assist with vocabulary development in K-5 classrooms.

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 Schoolwide Improvement Plan 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 attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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 Elementary ensures the social-emotional needs of all students are being met in various ways. First, through the implementation of our Multi-Tiered System of Support (MTSS) process via a team of professionals which is led by both our school psychologist and school counselor. Additionally, the elementary school counselor holds small group sessions on a variety of topics such as divorce, bullying, and getting along with peers. Teachers and the 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. Students identified as having social-emotional needs are given the opportunity to meet with the guidance counselor individually or in small groups or if applicable can be met through the classroom staff on a one-to-one basis. Severe cases may be handled with a contracted mental health counselor. The Individual Education Plan (IEP) also identifies and addresses social emotional goals for all of our students. Our school also utilizes the following resources:

- Sanford Harmony: a social emotional learning program for daily class meetings in order to build the classroom community
- PBIS: Positive Behavior Intervention Support for Tier 1 schoolwide incentives to celebrate student achievement when following school expectations
- DRUMBEAT: Discovering Relationships Using Music, Beliefs, Emotions, Attitudes, and Thoughts for a small group of students who are identified as needing additional Tier 2 support in their social-emotional needs

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 Public 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. Our school provides a date in April for the Kindergarten Round-up when families have an opportunity to enroll their kindergarten student for the next school year. In this way, we are able to provide resources for summer learning to parents to ensure our incoming kindergarten cohort are ready for school and to provide tours of the school.

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. Additionally, 5th grade students attend a field trip to the School Showcase where they can view display booths for local middle schools and high schools that they may have an opportunity to apply for and attend in the future.

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, support for after-school, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. NLE's Interventionists track 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 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 students whose education may be 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 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 to provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district.

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 paraeducator, along with the assistant principal, keep track of resources.

Title IX- Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: SWD subgroup				\$4,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0201 - North Lakeland Elementary School Of Choice	Title, I Part A		\$1,800.00
			Notes: Rich Teaching, Poor Students Book Study for Instructional Staff members			

			0201 - North Lakeland Elementary School Of Choice	Title, I Part A		\$3,000.00
			<i>Notes: Student agendas for communication between home and school.</i>			
2	III.A.	Areas of Focus: ELL subgroup				\$5,404.31
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0201 - North Lakeland Elementary School Of Choice	Title, I Part A		\$962.12
			<i>Notes: Classroom Library books with diverse characters and cultures.</i>			
			0201 - North Lakeland Elementary School Of Choice	Title, I Part A		\$4,442.19
			<i>Notes: Parent Night activities to build capacity for academic learning</i>			
3	III.A.	Areas of Focus: Mathematics				\$27,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0201 - North Lakeland Elementary School Of Choice	Title, I Part A		\$18,000.00
			<i>Notes: Learning Sciences International professional learning and checking for implementation follow-up sessions.</i>			
			0201 - North Lakeland Elementary School Of Choice	Title, I Part A		\$9,000.00
			<i>Notes: LSI Summer Conference professional learning for instructional staff members</i>			
Total:						\$37,204.31