North Lakeland Elementary School Of Choice

2021-22 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

Demographics

Principal: Talley Miller

Start Date for this Principal: 6/24/2017

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 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	78%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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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.

North Lakeland Elementary - In partnership with families and the community, create a safe and engaging learning environment that provides our students with opportunities to prepare them for academic success, career readiness, life-long learning, citizenship, and global awareness.

Provide the school's vision statement.

North Lakeland Elementary—A learning community that prepares our students for success by meeting the individual needs of each and every student.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Sealey , Kim	Principal	The principal is the educational leader of the school, and its chief administrative and supervisory officer. Operating under the applicable state laws and regulations of the School Board, she is the delegated representative of the Superintendent, responsible for the supervision and control of students, programs and personnel in her school as well as the management and maintenance of the building, grounds, and equipment. She works to make the school a vital and understandable force for the good of the community.
Wiedenman, Jennifer	Assistant Principal	This position exists to assist the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement.
Anderson, Cassandra	Instructional Coach	This position exists to focus on student learning by providing support and assistance to teachers and school-based administration. Provides extensive, responsible leadership in literacy curriculum development, content delivery, and analysis of curriculum and school performance.
Vuto, Ariel	Instructional Coach	This position exists to focus on student learning by providing support and assistance to teachers and school-based administration. Provides extensive, responsible leadership in math and science curriculum development, content delivery, and analysis of curriculum and school performance.
Santillo, Veronica	School Counselor	This position exists to provide a comprehensive counseling program that addresses academic, personal/social, and career development by designing, implementing, evaluating and enhancing a program that promotes student achievement. (The objectives of the guidance program are outlined in the Polk County Developmental Guidance Plan and include services to students, parents, staff and the community.) The comprehensive developmental school counseling program provides education, prevention, intervention, and advocacy.
Wright, Caitlin	Curriculum Resource Teacher	This position exists to perform intervention services in math for students who are underperforming and at risk of not meeting state standards. In a Title I school, this position may also be responsible for documenting the implementation of the Title I Plan.
King, Tiffany	Curriculum Resource Teacher	This position exists to perform intervention services in literacy for students who are underperforming and at risk of not meeting state standards.
Baranowski, Kimberly	Teacher, ESE	This position exists to coordinate educational placement and appropriate services for students with disabilities. The person in this role will serve as the LEA (Local Education Agency) representative at staffings and IEP

Name	Position Title	Job Duties and Responsibilities
		(Individual Education Plan) meetings at the assigned school. Simultaneously, this staff member will provide direct support to students with disabilities and their general education and ESE teachers to promote inclusion of students with disabilities in the general education environment.

Demographic Information

Principal start date

Saturday 6/24/2017, Talley Miller

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

626

Identify the number of instructional staff who left the school during the 2020-21 school year.

20

Identify the number of instructional staff who joined the school during the 2021-22 school year.

19

Demographic Data

Early Warning Systems

2021-22

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 6/24/2021

2020-21 - 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	
Number of students enrolled	109	128	101	135	109	136	0	0	0	0	0	0	0	718
Attendance below 90 percent	25	22	23	22	10	23	0	0	0	0	0	0	0	125
One or more suspensions	3	8	0	5	13	23	0	0	0	0	0	0	0	52
Course failure in ELA	3	0	1	5	1	3	0	0	0	0	0	0	0	13
Course failure in Math	4	0	1	2	0	0	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	14	16	44	0	0	0	0	0	0	0	74
Level 1 on 2019 statewide Math assessment	0	0	0	9	21	46	0	0	0	0	0	0	0	76
Dec. 2019 STAR Reading Level 1	0	1	5	39	14	42	0	0	0	0	0	0	0	101
Dec. 2019 STAR Math Level 1	0	9	20	27	19	41	0	0	0	0	0	0	0	116

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	5	10	27	22	59	0	0	0	0	0	0	0	125

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	6	1	0	0	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	5	12	0	0	0	0	0	0	0	17

2020-21 - 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	
Number of students enrolled	109	128	101	135	109	136	0	0	0	0	0	0	0	718
Attendance below 90 percent	25	22	23	22	10	23	0	0	0	0	0	0	0	125
One or more suspensions	3	8	0	5	13	23	0	0	0	0	0	0	0	52
Course failure in ELA	3	0	1	5	1	3	0	0	0	0	0	0	0	13
Course failure in Math	4	0	1	2	0	0	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	14	16	44	0	0	0	0	0	0	0	74
Level 1 on 2019 statewide Math assessment	0	0	0	9	21	46	0	0	0	0	0	0	0	76
Dec. 2019 STAR Reading Level 1	0	1	5	39	14	42	0	0	0	0	0	0	0	101
Dec. 2019 STAR Math Level 1	0	9	20	27	19	41	0	0	0	0	0	0	0	116

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	5	10	27	22	59	0	0	0	0	0	0	0	125

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	6	1	0	0	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	5	12	0	0	0	0	0	0	0	17

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				45%	51%	57%	49%	50%	56%
ELA Learning Gains				43%	51%	58%	50%	51%	55%
ELA Lowest 25th Percentile				42%	49%	53%	49%	45%	48%
Math Achievement				51%	57%	63%	61%	58%	62%
Math Learning Gains				42%	56%	62%	58%	56%	59%
Math Lowest 25th Percentile				34%	47%	51%	48%	44%	47%
Science Achievement				40%	47%	53%	57%	53%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	50%	52%	-2%	58%	-8%
Cohort Comparison						
04	2021					
	2019	37%	48%	-11%	58%	-21%
Cohort Comparison		-50%				
05	2021					
	2019	40%	47%	-7%	56%	-16%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	56%	4%	62%	-2%
Cohort Comparison						
04	2021					
	2019	46%	56%	-10%	64%	-18%
Cohort Comparison		-60%				
05	2021					
	2019	43%	51%	-8%	60%	-17%
Cohort Comparison		-46%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	34%	45%	-11%	53%	-19%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

North Lakeland Elementary uses the STAR progress monitoring tool three times a year (Fall, Winter, and Spring) to collect data on student proficiency in Reading for all kindergarten through fifth grade students. Our youngest learners (K-1) begin with the STAR Early Literacy assessment to assess their knowledge in foundational reading components such as phonemic awareness and phonics. When students reach a scale score of 852 on the STAR Early Literacy assessment and show proficiency with reading 100 sight words, they are moved to the STAR progress monitoring during the next assessment window. The STAR math assessment is administered to students in 1st through 5th grades during the three assessment windows.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	86/67%	85/69%	91/69%
	Economically Disadvantaged	86/67%	85/69%	91/69%
	Students With Disabilities	10/40%	7/71%	7/71%
	English Language Learners	14/57%	14/50%	14/50%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	83/52%	88/52%	94/46%
	Economically Disadvantaged	83/52%	88/52%	94/46%
	Students With Disabilities	10/80%	10/30%	10/40%
	English Language Learners	14/57%	14/64%	14/50%

Grade 2				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	118/0%	118/25%	118/30%
	Economically Disadvantaged	118/0%	118/25%	118/30%
	Students With Disabilities	19/0%	19/0%	19/5%
	English Language Learners	21/0%	21/14%	21/24%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	96/29%	92/32%	107/42%
	Economically Disadvantaged	96/29%	92/32%	107/42%
	Students With Disabilities	19/11%	19/16%	19/16%
	English Language Learners	21/14%	21/24%	21/33%

Grade 3				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	78/40%	79/43%	85/42%
	Economically Disadvantaged	78/40%	79/43%	85/42%
	Students With Disabilities	11/0%	11/9%	11/0%
	English Language Learners	16/6%	16/6%	16/6%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	77/30%	79/38%	83/35%
	Economically Disadvantaged	77/30%	79/38%	83/35%
	Students With Disabilities	14/7%	14/7%	14/0%
	English Language Learners	16/13%	16/13%	16/0%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	107/35%	103/33%	114/32%
	Economically Disadvantaged	107/35%	103/33%	114/32%
	Students With Disabilities	26/8%	26/12%	26/15%
	English Language Learners	17/6%	17/0%	17/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	106/18%	101/30%	107/36%
	Economically Disadvantaged	106/18%	101/30%	107/36%
	Students With Disabilities	26/8%	26/19%	26/23%
	English Language Learners	17/0%	17/0%	17/6%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	89/29%	89/34%	89/35%
	Economically Disadvantaged	89/29%	89/34%	89/35%
	Students With Disabilities	18/17%	17/12%	12/17%
	English Language Learners	5/0%	5/0%	5/0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	89/28%	88/35%	87/46%
	Economically Disadvantaged	89/28%	88/35%	87/46%
	Students With Disabilities	18/11%	18/17%	18/17%
	English Language Learners	5/0%	5/20%	5/0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	68/31%	82/41%	84/58%
	Economically Disadvantaged	68/31%	82/41%	84/58%
	Students With Disabilities	18/6%	18/11%	18/11%
	English Language Learners	5/0%	5/20%	5/40%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	18	10	8	18	19	9	7				
ELL	27	38		27	50		36				
BLK	31	24	30	31	25	17	21				
HSP	30	30		31	45		41				
WHT	51	37		60	67		56				
FRL	28	25	33	29	40	27	31				

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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	288
Total Components for the Federal Index	8
Percent Tested	96%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	13
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	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	26
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
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	
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	54
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	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Trend data for ELA proficiency over the most recent FSA tested years (2016-2019) indicates that the third grade proficiency has remained below the district average (2016 39%), (2017 49%), (2018 47%), (2019 47%), respectively. Sixty-four percent (64%) of third graders entering 4th grade in 2021-22 scored level 1 or 2 on the 20-21 ELA FSA which is above the district average of 53%.

Seventy percent (70%) of our fourth grade students entering fifth grade in 2021-22, scored below the reading expectation as shown on the Spring 20-21 STAR ELA assessment

In the SWD and ELL subgroups, overall performance remains below peers in both ELA and Math according to the 2020-2021 three progress monitoring assessments. For SWD, there are few small improvement areas with increases of 5% to 15% in 1st grade ELA and 4th grade ELA and Math. In 2nd, 3rd, and 5th grades, there is no significant movement for SWD subgroups. For ELL, there is some slight growth in 2nd grade ELA and Math. In 1st, 3rd, 4th, and 5th, there is no significant movement for ELL subgroups.

As complexity rises throughout the year and increases through the higher grade levels, the percentage of proficiency does not trend in the same direction. Overall, there are slight fluctuations but no significant increases.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

According to progress monitoring, the ELL subgroup in both ELA and Math have the greatest need for improvement with only some slight growth in 2nd grade. While ELL subgroup demonstrated the most

growth in the 2019 state data, overall 2019 data indicates a need for increase in ELA proficiency, learning gains, and all other subgroups.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors for ELA improvement include: 1. Lack of a strong ELA Core framework across all K-5 classrooms. 2. A turnover in instructional staff members in the 2019-2020 school year. 3. A lack of consistent support for Students with Disabilities has been present. 4. For ELL students, a mindset has been present with teachers regarding who is responsible for teaching the students (the classroom teacher or the ELL support paraeducator).

Contributing factors for Math improvement include: 1. Lack of a strong Math Core framework across all K-5 classrooms. 2. A turnover in teachers in 4th and 5th grades during the 2019-2020 school year. 2. A lack of consistency of Math instruction in these classrooms because of teacher turnover. 3. Lack of Math Interventionist support since the position remained vacant during the 20-21 school year.

Instructional coaches will ensure solid Tier 1 instruction for ELA and Math through planning with grade levels, and administrators will follow up during walkthroughs to confirm fidelity of instruction in the classrooms. Additionally, administrators will follow up with fidelity of support schedules to ensure adequate support is occurring for the SWD and ELL subgroups. Administrators and Leadership Team will promote responsibility for all student learning through work with positive school culture and building school community. Finally, ongoing academic discourse and data discussions will build capacity of teachers to provide strong and differentiated instruction in their classrooms.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In the 2019 state data, Math proficiency and gains were the most improved. In 20-21 progress monitoring, Math proficiency for 5th grade increased from 28% to 46% and Science proficiency increased from 31% to 58%. 4th grade Math also saw an improvement in proficiency from 18% to 36%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The 5th grade improvement is primarily attributed to an adjustment in the 5th grade teaching model. After reviewing Winter progress monitoring, the 5th grade team was departmentalized in order for the teachers to teach only ELA or Math so that they could focus and plan for more specific student needs. The District Math Coach and School-Based Math Coach both pushed into the classroom to work with small group instruction for students with the lowest math proficiency. Additionally, teachers provided targeted assignments in specific math modules for students within the supplemental iStation platform for additional instructional support.

What strategies will need to be implemented in order to accelerate learning?

Strong Tier 1 instructional framework for ELA and Math in all classrooms must be present to reduce the number of students who need small group remediation. Students who are proficient will have opportunities to read in novel study groups and independent project-based learning projects addressing topics of their choice.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional learning about the ELA and Math instructional framework will be presented to teachers during the first quarter of the 2021-22 school year through collaborative planning, coaching, and co-teaching with grade level teachers and instructional coaches.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Reading and Math Interventionists will create an instructional calendar that includes the lowest 25%ile and the STAR Level 2 students from the Fall STAR Assessment

The TT1 Math Para, under the leadership of the Math Coach, will provide additional practice with the 2nd graders who scored a level 1 on the Fall STAR Math Assessment. Additionally, the Math Para will work with the 3rd graders who scored a level 2 on the Fall STAR Math Assessment

The TT1 Reading Para, under the leadership of the Literacy Coach, will provide additional reading foundational practice with the K-2 students, according to Fall STAR ELA Assessment data

The ESOL Paraeducator's schedule will include push-in classroom time with non-English speaking (NES) students in order to help the student(s) with conversational English

AmeriCorps Volunteers will provide additional reading practice to 2nd and 3rd grade students who score a mid to high level 2 (3rd grade) and a high level 1 or low level 2 (2nd grade) as shown on the Fall STAR ELA Assessment

United Way will provide Reading Pal volunteers for our kindergarten classes to assist students with reading mentors and models for reading

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	English Language Arts (ELA) provides the foundation for all other academics. When students are able to recognize words and create meaning from the text then students are able to gain insight and knowledge about literature, science, social studies, and mathematics. Improving the ELA proficiency to ensure all students (K-5) are reading on grade level by the end of the school year will prepare students to think critically and comprehend text for the rigorous tasks presented throughout their academic career.
Measurable Outcome:	All kindergarten and first grade students (100%) will be proficient with ELA foundational skills as shown on the Spring 2022 STAR Early Literacy assessment (82% and 78% proficient in 2021, respectively) All second grade students (100%) will be proficient with ELA foundational skills as shown on the Winter 2021 STAR Early Literacy assessment and know 100 sight words to assess on the STAR assessment in the Spring of 2022.
Monitoring:	All kindergarten teachers, will administer the STAR Early Lit assessment and the SIPPS diagnostic assessment in the fall for baseline instructional planning. Teachers will monitor student foundational reading proficiency with the SIPPS bi-monthly assessments for student progress and instructional planning. All first and second grade students will be assessed during the Fall progress monitoring window for ELA foundational skills using STAR Early Lit and the SIPPS diagnostic assessment. Using the data, students who are determined to be in tier 2 and tier 3 intervention groups, will be progress monitored bi-weekly (2 times per month) using the SIPPS assessments.
Person responsible for monitoring outcome:	Kim Sealey (kim.sealey@polk-fl.net)
Evidence-based Strategy:	The evidence-based strategy being implemented is giving students repeated practice time using the SIPPS and Heggerty systematic program for learning phonemic awareness, phonics and sight words.
Rationale for Evidence-based Strategy:	Practice helps students to retain the knowledge and skills that they have learned while also allowing the teacher another opportunity to check for understanding. To harness the potent power of practice, teachers must ensure that students are practicing the needed skills. Finally, research shows that students retain more when their teacher has them practice the same skills over a spaced-out period of time.

Action Steps to Implement

Provide professional learning on the SIPPS program to each kindergarten through second grade teacher along with the K-2 ELA Title 1 Paraeducator.

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

After the fall (K-2) STAR Early Literacy Assessment window, review classroom data with teachers to create a plan for small group instruction for tier 2 and tier 3 students. Any student who is not on target within the grade level expectations for the time of year will be provided extra push-in support with the K-2 ELA Title 1 Paraeducator.

Person Responsible	Cassandra Anderson (cassandra.anderson@polk-fl.net)

After the winter (K-2) STAR Early Literacy Assessment window, review classroom data with teachers to create a plan for SIPPS small group instruction for tier 2 and tier 3 students. Utilize extra daily classroom support with the K-2 Instructional para for students who are not making adequate gains.

Person Responsible   Cassandra Anderson (cassandra.anderson@polk-fl.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Through flexible, differentiated small group instruction we will increase ALL student academic growth in math, with a focus on our bottom 25% making learning gains on the 2022 Math FSA assessments. Reviewing FSA Math trend data from 17-18 compared to 18-19, the Math Achievement percent, Math Learning Gains percent, and Math Learning Gains of bottom 25% all decreased compared to the 17-18 school data.
Measurable Outcome:	Individual students' math standard deficiencies will be taught during flexible, differentiated small group instruction to improve their academic knowledge in math to ensure individual academic growth of all students resulting in gains in math. Our outcome will be to see at least 50% of 3rd - 5th grade students showing proficiency on the 21-22 FSA Math assessment, 50% making learning gains (4th and 5th grades) and 50% of the bottom 25%ile making learning gains in math.
Monitoring:	Coaches and administration will monitor small group lesson plans, student artifacts and addressing data monthly with the teachers during Professional Learning Communities. Observing and monitoring flexible, differentiated small group instruction by administration and coaches with evidence of student learning and student tasks.
Person responsible for monitoring outcome:	Kim Sealey (kim.sealey@polk-fl.net)
Evidence-based Strategy:	Small group math instruction will help teachers with providing Go Math! practice on what students need to know and be able to do. This small group instruction will also provide students an opportunity to express their own thinking while performing tasks with coaching from the teacher.
Rationale for Evidence-based Strategy:	The rationale is to have purposeful lesson plans based on data and student deficiencies to meet students "where they are" for small group instruction to fill in academic gaps. Having students thinking about their own thinking with a teacher can clear up any misconceptions and help move their thinking along the learning continuum.

Action Steps to Implement

Math coach will train all teachers on data collection and analysis using Go Math diagnostic assessments and fall STAR Math data. Teachers will be provided with professional learning about student metacognition and the framework for small group instruction tailored to the student needs as outlined in the data analysis.

Person Responsible   Ariel Vuto (ariel.vuto@polk-fl.net)

Administrators will use a small group observation form to provide feedback to teachers after classroom passthroughs.

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

#3. Other specifically relating to RAISE - HB 7011

Area of Focus Description and Rationale:	The RAISE program establishes criteria for identifying schools for additional support. The criteria includes schools with students in grades Kindergarten through five, where 50 percent or more of its students, in any grade level, score below a 3 on the most recent statewide English Language Arts (ELA) assessment.
Measurable Outcome:	51% of students in grade levels 3rd - 5th will score at level 3 or higher as shown on the 21-22 ELA FSA.
Monitoring:	Progress Monitoring with ELA Star will occur in December and April.
Person responsible for monitoring outcome:	Kim Sealey (kim.sealey@polk-fl.net)
Evidence-based Strategy:	Students in Grades K-2 will use the Smarty Ants technology program each week during small group and power hour. The time will be monitored according to each student's prior year scores (tiers). Students in Grades 3rd - 5th will use the iStation technology program each week during small group and power hour. The time will be monitored according to each student's prior year scores (tiers).
Rationale for Evidence-based Strategy:	Each program has teacher reports which will help teachers plan for student instruction.

Action Steps to Implement

Review student data to determine the specific student tiers for the amount of time on the program each week.

Person Responsible	Cassandra Anderson (cassandra.anderson@polk-fl.net)

Teachers will monitor the amount of time each student is engaged in the technology program.

Person Responsible	Cassandra Anderson (cassandra.anderson@polk-fl.net)

Teachers will analyze the data provided by the technology program to determine student progress and next steps.

Person Responsible	Cassandra Anderson (cassandra.anderson@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

In the 2019-2020 school year, North Lakeland Elementary had 14 violent incidents and 1 property incident that occurred on campus. Unfortunately, this ranks very high in comparison of countywide incidents and statewide incidents. During the 2020-2021 school year, the total amount of violent incidents remained the same. No comparisons to countywide or statewide incidents are available for SY 20-21. The total amount of violent incidents remain the primary area of concern for North Lakeland Elementary. Additionally, the rate of suspension also falls in the very high category at 60 suspensions. The rate of suspension is the secondary concern for North Lakeland Elementary. The PBIS Committee currently examines the discipline data by grade level, gender, race and SWD subgroups, and location. The PBIS committee will add types of incidents and Action Outcome to their examination in order to problem solve these two areas as well. Administrators will review data weekly and problem solve with leadership team representatives.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

North Lakeland Elementary recognizes that human connections and safe place to work are the foundation of successful citizens. We work to build relationships and create a safe and engaging learning environment for students to have lifelong success. In this way, we implement multiple initiatives to meet the various needs of students. North Lakeland Elementary is a Positive Behavior Interventions and Supports (PBIS) school. Students are taught behavior expectations in each classroom. Daily points are earned by students for successful behavior. Students are able to earn additional rewards in the school common areas of cafeteria, bus, and library. Schoolwide events are held twice per grading period for students that have earned a set number of points for the event. The 2021-2022 school year will be the first full year of Conscious Discipline implementation which will enhance positive behavior across the school community by strengthening the school family. North Lakeland staff will form the foundation of the school family through modeling connection activities throughout pre-service planning week. Morning Meetings will be used daily as a method of greeting and sharing to unite the staff community. Morning Meeting is a designated time within the schoolwide master schedule so that teachers can grow and maintain their classroom community. Safe Space will be designated in each classroom so that when a student needs time to gain composure, a place is available. Staff have a Safe Space as well in the Serenity Room, adjacent to the school counselor's office, if they need a quiet place to calm or reflect during the work day. Staff are encouraged to use classroom jobs within their own classroom community so that each student can help contribute to the

greater good of the community. The school counselor provides video lessons for classroom teachers to use in their classroom community for problem solving. Teachers are able to access these videos on their own schedule and use them as many times as needed. When student difficulties arise and are unable to be addressed by the classroom teacher, the school counselor works as a mediator to problem solve with student pairs or groups. The school counselor conducts weekly and monthly check ins with Tier 2 students, and more frequent check ins with Tier 3 students. She hosts skills groups and lunch groups with students to strengthen connections and build social skills.

> **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

The school administrators (Principal and Assistant Principal) are the leaders in setting the tone of the day and the school. From creating a master schedule with common planning to inviting input from teachers and staff, stakeholders are included in decision making. The administrators greet and welcome all people onto campus and are highly visible throughout the day. The School Counselor has extensive training in trauma informed care as well as other interventions. She provides proactive lessons as well as interventions for crisis situations and other responsive services. She is the community liaison to assist in providing for the needs of the school community.

The PBIS Committee and the Hospitality Committee are teacher led committees which concentrate on improving their areas of focus. PBIS Committee is comprised of a representative from each school group to review progress of the programming and problem solving as needed. The Hospitality Committee is comprised of a representative from each school group and plans encouragement, affirmations, and social supports for staff. The instructional coaches provide education and supports for new staff in order to have successful implementation of the various school programs, such as PBIS.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$141,245.97
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2110	130-Other Certified Instructional Personnel	0201 - North Lakeland Elementary School Of Choice	Title, I Part A		$139,522.32
			Notes: Instructional coach, interventionist and paraeducator to support student learning, professional development, planning and monitoring of student learning			
	5000	500-Materials and Supplies	0201 - North Lakeland Elementary School Of Choice	Title, I Part A		$1,723.65
			Notes: Florida Wonders printing for student learning			
2	III.A.	Areas of Focus: Instructional Practice: Math				$209,655.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5000	644-Computer Hardware Non-Capitalized	0201 - North Lakeland Elementary School Of Choice	Title, I Part A		$9,879.00
			Notes: IPads for small group math instruction, including chargeable cart and cases			
	2110	130-Other Certified Instructional Personnel	0201 - North Lakeland Elementary School Of Choice	Title, I Part A		$195,383.00
			Notes: Math coach, interventionist and para to support student math learning.			

	5000	590-Other Materials and Supplies	0201 - North Lakeland Elementary School Of Choice	Title, I Part A		$3,535.00
		Notes: Printing paper, ink and maintenance of copier for student small group math materials.				
	5000	590-Other Materials and Supplies	0201 - North Lakeland Elementary School Of Choice	Title, I Part A		$858.00
		Notes: Printing of highlighted math tasks for improved student learning				
3	**III.A.**	**Areas of Focus: Other: RAISE - HB 7011**				**$0.00**
					Total:	**$350,900.97**