

[illegible]

North Lakeland Elementary School Of Choice

410 ROBSON ST W, Lakeland, FL 33805

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

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

83%

Alternative/ESE Center

No

Charter School

No

Minority

69%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

C

C

B

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	25
Professional Development Opportunities	26
Technical Assistance Items	28
Appendix 3: Budget to Support Goals	29

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 School of Choice will provide an educational, technological, and career-oriented 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.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At North Lakeland Elementary we strive to learn about students' cultures and build relationships between teachers and students. Teachers implement research proven strategies which address cultural and intellectual diversity among the student body at North Lakeland Elementary, thus ensuring the success of every student.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school creates an environment where students feel safe and respected before, during and after school hours through staff members who are strategically placed on "duty" assignments throughout the campus; and, via our implementation of a Positive Behavior Support system. We have school-wide behaviors and expectations that are taught to both teachers and students and implemented by all staff.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

North Lakeland Elementary is a Positive Behavior Support (PBS) school. The schoolwide behavioral system we have in place has been developed by multiple staff members and implemented by all. We have schoolwide interventions that are the same in every classroom to assist in avoiding problematic behaviors while maximizing instructional time. All staff are trained on this system every year at the beginning of school.

Expectations are:

S = Safe

T = Trustworthy

A = Accepting of responsibility

R = Respectful & Cooperative

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 lead by both our School Psychologist and Guidance Counselor. In addition, weekly support groups of identified students in need are facilitated by our Guidance Counselor, as well as individual student meetings, as necessary. Additionally, administration has an "open-door" policy for all students.

Early Warning Systems

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

Describe the school's early warning system and provide a list of the early warning indicators used in the system

The Early Warning System tracks students in three criteria:

1. Absent 10% or more for the days enrolled. Individual students are listed and tracked in each grade level when they have met the criteria. In addition, a total is listed of all students for the school.
2. Students with one or more suspensions are listed and tracked in each grade level when they have met the criteria. In addition, a total is listed of all students for the school.
3. Over-age students with 2 or more years for the grade level. Students are tracked in grades 3-5 who meet the criteria. In addition a total is listed for the school.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	15	12	13	17	7	10	74
One or more suspensions	4	3	0	2	1	2	12
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	10	18	28
	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
	3	5	
Students exhibiting two or more indicators	1	3	4

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Positive behavioral interventions and supports are implemented to help students acquire appropriate behavior and skills rather than focusing solely on eliminating or reducing problem behaviors. This enables students to make progress toward goals and in the general education curriculum and function as independently as possible. Students are also sent to other classrooms in the same grade level to have time to decompress; and, are also provided with small group academic and social interventions as needed.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/57048>.

Description

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

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

North Lakeland builds and sustains partnerships with the local community in several ways. First we invite local community members to participate on our School Advisory Council. Our bi-monthly meetings involve lively conversations which assist with our decision making and allows our community members to support the school and help increase student achievement. Additionally, our Parent Teacher Organization (PTO) establishes relationships with local businesses to implement family-night fundraisers. North Lakeland also sends out a monthly newsletter via our website which informs and invites the community to our school activities.

Effective Leadership

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

School Leadership Team

Membership

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

Name	Title
Deal, Gregory	Principal
Phillips, Bonnie	Assistant Principal
Williams, Neena	Instructional Coach
Vandersteen, Michelle	Guidance Counselor
Woodard, Amy	Teacher, K-12

Duties

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

The Leadership Team meets on a weekly basis every Monday.
The Principal provides a common vision for the use of data-based decision-making towards increasing student achievement. He communicates high expectations, motivates the staff to do the same and develops, leads, and evaluates school Florida Core Standards/programs. This is done

through the facilitation of weekly, grade-level Professional Learning Communities (PLCs) and monthly faculty meetings.

The Assistant Principal supports the Principal in providing a common vision, assisting in the development of a strong infrastructure of resources and providing professional learning opportunities. She also participates in collection, interpretation, and analysis of all school data.

The Guidance Counselor provides strong leadership and support to our 'neediest' students through small group instruction. Additionally, she assists with professional development for behavior concerns and facilitates the development of intervention plans.

The Reading Coach provides teacher support in the Reading processes as needed or requested by Administration. She participates in collection, interpretation, and analysis of data; as well as coordinates the implementation of Reading assessments.

The Interventionist provides small group instruction, by grade-level, to the academically lowest 25% of our students and participates in collection, interpretation, and analysis of Reading data.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Title I, Part A, funds school-wide services to North Lakeland Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. Title I, Part A, support provides after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. NLE's Interventionist and Parent Involvement Facilitator tracks resources.

Title I, Part C- Migrant students enrolled in North Lakeland Elementary will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D, provides Transition Facilitators to assist students with transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. Funds available to North Lakeland Elementary 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 keep track of resources.

Title X- Homeless: The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C. NLE's Guidance Counselor coordinates with the Hearth Program.

North Lakeland offers a Multi-Tiered System of Support (MTSS), in addition to guidance counseling groups that meet regularly to assist students in making appropriate choices. These programs are lead by the School Psychologist and Guidance Counselor, respectively. Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of

violence prevention programs include anti-bullying, gang awareness, gun awareness, etc. Nutrition Programs - NLE follows dietary regulations in accordance to District policies for breakfast and lunch. The school also offers free breakfast and lunch to 100% of the student body in accordance with a federal grant.

Head Start is not located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. Head Start teachers may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Head Start students are invited to participate in parent workshops and activities provided by the school.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Gregory Deal	Principal
Joe Fisher	Business/Community
Amy Woodard	Education Support Employee
Venesia Arias	Teacher
Adrienne Ford	Teacher
Linda Denmark	Business/Community
Lola Delgado	Education Support Employee
Lauren Shinholster	Business/Community
Keith Ward	Parent
Elizabeth Subirana	Parent
Christina Orozco	Parent
Gonzalo Orozco	Parent
Tamera Desaussure	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC is involved in developing and implementing the School Improvement Plan. The Council is advisory in nature and meets on a bi-monthly basis during the school year. The SIP was evaluated at a recent SAC meeting.

Development of this school improvement plan

A member of SAC helps develop the goals and strategies. The entire plan has been reviewed by the SAC and opportunity has been afforded for their recommendations.

Preparation of the school's annual budget and plan

The SAC reviews, makes recommendations and approves North Lakeand's annual budget and plan.

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

N/A

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

Yes

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

Working to add members to the council.

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Deal, Gregory	Principal
Phillips, Bonnie	Assistant Principal
Williams, Neena	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT meets quarterly to create capacity of reading knowledge within the school staff and to focus on areas of literacy concern. Agendas are set by the facilitator, Brandy Polly, with the purpose of sustaining a literacy climate school-wide that supports effective teaching and learning to increase student achievement. Goals, both short and long term are set at meetings. Team members volunteer for assignments in research and leadership and serve as instructional support to teachers.

Public and Collaborative Teaching

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

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Grade-level Professional Learning Communities (PLC's) are held twice weekly: every Tuesday there is a meeting with Administration; and one other day they meet for planning. Additionally, vertical planning is scheduled to take place on a monthly basis.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

North Lakeland Elementary actively recruits and tries to retain high-quality, highly qualified teachers to high-need academic areas. We participate as a host school for interns and practicum students at several universities, including the University of South Florida, Florida Southern College, Southeastern University, and Florida A & M University. Much of the staff is trained in Clinical Education and Flight 3, allowing them to have interns. With a large number of interns coming through NLE, we are able to observe, recruit, and retain high quality teachers. By offering opportunities to attend conferences and trainings, and by assigning peer mentors for beginning teachers, we are able to retain most of our new hires. We also try to limit the before and after school duties of the teachers, allowing them to spend as much time as possible to take care of classroom responsibilities. NLE prides itself on having a family atmosphere where teachers are valued and respected as professionals. Few teachers leave North Lakeland Elementary, and many of those who do often return.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

This year we do not have any teachers that "require" mentoring. However, we have hired a Reading Coach who will be giving classroom support to our one first-year teacher who has already completed the beginning teacher program at Polk State.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The school ensures its core instructional programs and materials are aligned to Florida Standards through the monitoring of teachers' Lesson Plans. Lesson Plans are reviewed on the server by the Assistant Principal on a weekly basis, Florida Standards are required to be referenced in every subject.

Additionally, supervision of instruction of the Florida standards are done via daily walk-throughs by administration where confirmation is made that teachers' instruction is aligning to their Lesson Plans. Lesson Plans are aligned using District Learning Maps.

A school-based Reading Coach is available to assist teachers as needed.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data chats are facilitated by Administration following the administration of assessments. In turn, teachers facilitate data chats with each student. Small group instruction is conducted in every classroom, by every teacher using data gathered from ongoing assessments. Additionally, the lowest 25% of students in grades 3-5 are served by our school Interventionist for 30 minutes/day. ESOL students are served appropriately according to law by our three ESOL paraprofessionals; and, ESE students are serviced according to their IEP by our three ESE teachers.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Summer Program

Minutes added to school year:

K-2 students who are promoted with remediation are recommended to attend a Summer Learning Program which meets 5 days a week, 7 hours a day. Third Grade students who do not pass the State Assessment are recommended to attend a Summer Learning Program which meets 5 days a week, 7 hours a day.

Strategy Rationale

K-2: To provide additional learning support for struggling students.

3rd Grade: To provide one more opportunity to advance to 4th Grade following intensive remediation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Phillips, Bonnie, bonnie.phillips@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Portfolio data is provided by the Summer Learning Program teachers and monitored at NLE at the end of the session. Additionally, the following year's FAIR data will be monitored and tied back to students to look for learning gains.

Student Transition and Readiness

PreK-12 Transition

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

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 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 North Lakeland Elementary 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.

College and Career Readiness

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

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

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** With the help of Administration and Coach, teachers will engage students in rigorous tasks across all content areas aligned with the FL Core Standards to improve core instruction.

Strategic Goals Detail

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

G1. With the help of Administration and Coach, teachers will engage students in rigorous tasks across all content areas aligned with the FL Core Standards to improve core instruction. 1a

G042336

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	63.0
AMO Reading - All Students	67.0
FCAT 2.0 Science Proficiency	44.0

Resources Available to Support the Goal 2

- District Learning Maps Reading Wonders and Go Math CPALMS EduSmart Science (aligned to Florida Core) Reading Coach Regional Coaches (Reading, Math, Science) Administration

Targeted Barriers to Achieving the Goal 3

- Teachers' lack of knowledge of the Florida Core Standards
- Lack of Differentiated Instruction
- Lack of structured collaborative planning to use rigorous, high-yield strategies during instruction to promote academic engagement.

Plan to Monitor Progress Toward G1. 8

Quantify classroom walk-through data.

Person Responsible

Gregory Deal

Schedule

Daily, from 11/3/2014 to 6/4/2015

Evidence of Completion

Classroom Walk-through Tool

Plan to Monitor Progress Toward G1. 8

Student achievement data indicating student improvement.

Person Responsible

Gregory Deal

Schedule

Weekly, from 11/4/2014 to 6/2/2015

Evidence of Completion

Progress monitoring data sheet.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. With the help of Administration and Coach, teachers will engage students in rigorous tasks across all content areas aligned with the FL Core Standards to improve core instruction. **1**

 G042336

G1.B1 Teachers' lack of knowledge of the Florida Core Standards **2**

 B103268

G1.B1.S1 Teachers will deconstruct Florida Core Standards with school-based coach and administration. **4**

 S116852

Strategy Rationale

Teachers need to understand the depth and rigor of the standards.

Action Step 1 **5**

Teachers will meet during PLC's with administration and coach to deconstruct Florida State Standards.

Person Responsible

Gregory Deal

Schedule

Weekly, from 10/28/2014 to 6/2/2015

Evidence of Completion

Agendas, Sign-in Sheets, Lesson Plans

Action Step 2 5

Teachers will receive monthly support from Regional Coaches (Reading, Math, Science).

Person Responsible

Gregory Deal

Schedule

Monthly, from 12/9/2014 to 6/4/2015

Evidence of Completion

Agendas, Sign-in Sheets, Lesson Plans

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

Lesson Plans will be submitted weekly for review.

Person Responsible

Bonnie Phillips

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Effectively completed lesson plans.

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

Completed Lesson Plans aligned to the Florida Core Standards.

Person Responsible

Bonnie Phillips


Schedule

Weekly, from 8/26/2014 to 6/2/2015


Evidence of Completion

Lesson plans that meet the full intent of the standards will be checked by administrators.

G1.B2 Lack of Differentiated Instruction 2

 B105520

G1.B2.S1 Teachers need to plan and prioritize rigorous learning to include small group instruction, a high-yield strategy to promote academic engagement. 4

 S134260

Strategy Rationale

Students who are struggling will be instructed according to their learning needs and styles.

Action Step 1 5

Teachers will document small group instruction in their Lesson Plans.

Person Responsible

Bonnie Phillips

Schedule

Weekly, from 11/4/2014 to 6/2/2015

Evidence of Completion

Small group instruction will be observed via walk-throughs to check for implementation.

Action Step 2 5

Students will receive additional support from the Title 1 Interventionist, ESOL paraprofessionals, and/or ESE resource teachers as appropriate.

Person Responsible

Gregory Deal

Schedule

Daily, from 9/15/2014 to 6/4/2015

Evidence of Completion

Student Learning gains as evidenced in ongoing progress monitoring data..

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

Weekly review of Lesson Plans and administrative walk-throughs

Person Responsible

Bonnie Phillips

Schedule

Weekly, from 9/2/2014 to 6/1/2015

Evidence of Completion

Students identified and instructed in small groups.

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

Student Learning Gains will be monitored through ongoing progress monitoring data.

Person Responsible

Bonnie Phillips


Schedule

Weekly, from 11/4/2014 to 6/2/2015


Evidence of Completion

Progress monitoring data sheet and documentation on the MTSS server.

G1.B3 Lack of structured collaborative planning to use rigorous, high-yield strategies during instruction to promote academic engagement. **2**

 B105522

G1.B3.S1 Teachers will collaboratively plan weekly and deliver standards-based lessons. **4**

 S134273

Strategy Rationale

With support and guidance, teachers will plan and deliver rigorous, standards-based lessons.

Action Step 1 **5**

Weekly grade level collaborative planning sessions will be scheduled and monitored.

Person Responsible

Gregory Deal

Schedule

Monthly, from 9/22/2014 to 6/1/2015

Evidence of Completion

Agendas, Sign-in Sheets, Coach's Log, and Lesson Plans

Action Step 2 **5**

Teachers will consistently deliver rigorous, standards-based lessons using high-yield strategies to promote academic student engagement as planned during collaboration.

Person Responsible

Gregory Deal

Schedule

Weekly, from 11/10/2014 to 6/1/2015

Evidence of Completion

Classroom walk-through data

Action Step 3 5

Reading Coach will support classroom instruction via the coaching cycle.

Person Responsible

Neena Williams

Schedule

Weekly, from 12/8/2014 to 6/4/2015

Evidence of Completion

Progress monitoring data will be analyzed for student achievement.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Sign-in Sheets and Agendas will be utilized at planning sessions. Administration and coach will attend the planning sessions.

Person Responsible

Gregory Deal

Schedule

Monthly, from 10/28/2014 to 6/1/2015

Evidence of Completion

Sign-in Sheets, Agendas, and Lesson Plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administrators will conduct walk-throughs for implementation of standards-based instruction.

Person Responsible

Gregory Deal

Schedule

Monthly, from 11/4/2014 to 6/1/2015

Evidence of Completion

Data collected during walk-throughs.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Polk - 0201 - North Lakeland Elementary School Of Choice - 2014-15 SIP
North Lakeland Elementary School Of Choice

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Teachers will meet during PLC's with administration and coach to deconstruct Florida State Standards.	Deal, Gregory	10/28/2014	Agendas, Sign-in Sheets, Lesson Plans	6/2/2015 weekly
G1.B2.S1.A1	Teachers will document small group instruction in their Lesson Plans.	Phillips, Bonnie	11/4/2014	Small group instruction will be observed via walk-throughs to check for implementation.	6/2/2015 weekly
G1.B3.S1.A1	Weekly grade level collaborative planning sessions will be scheduled and monitored.	Deal, Gregory	9/22/2014	Agendas, Sign-in Sheets, Coach's Log, and Lesson Plans	6/1/2015 monthly
G1.B3.S1.A2	Teachers will consistently deliver rigorous, standards-based lessons using high-yield strategies to promote academic student engagement as planned during collaboration.	Deal, Gregory	11/10/2014	Classroom walk-through data	6/1/2015 weekly
G1.B1.S1.A2	Teachers will receive monthly support from Regional Coaches (Reading, Math, Science).	Deal, Gregory	12/9/2014	Agendas, Sign-in Sheets, Lesson Plans	6/4/2015 monthly
G1.B2.S1.A2	Students will receive additional support from the Title 1 Interventionist, ESOL paraprofessionals, and/or ESE resource teachers as appropriate.	Deal, Gregory	9/15/2014	Student Learning gains as evidenced in ongoing progress monitoring data..	6/4/2015 daily
G1.B3.S1.A3	Reading Coach will support classroom instruction via the coaching cycle.	Williams, Neena	12/8/2014	Progress monitoring data will be analyzed for student achievement.	6/4/2015 weekly
G1.MA1	Quantify classroom walk-through data.	Deal, Gregory	11/3/2014	Classroom Walk-through Tool	6/4/2015 daily
G1.MA2	Student achievement data indicating student improvement.	Deal, Gregory	11/4/2014	Progress monitoring data sheet.	6/2/2015 weekly
G1.B1.S1.MA1	Completed Lesson Plans aligned to the Florida Core Standards.	Phillips, Bonnie	8/26/2014	Lesson plans that meet the full intent of the standards will be checked by administrators.	6/2/2015 weekly
G1.B1.S1.MA1	Lesson Plans will be submitted weekly for review.	Phillips, Bonnie	8/25/2014	Effectively completed lesson plans.	6/4/2015 weekly
G1.B2.S1.MA1	Student Learning Gains will be monitored through ongoing progress monitoring data.	Phillips, Bonnie	11/4/2014	Progress monitoring data sheet and documentation on the MTSS server.	6/2/2015 weekly
G1.B2.S1.MA1	Weekly review of Lesson Plans and administrative walk-throughs	Phillips, Bonnie	9/2/2014	Students identified and instructed in small groups.	6/1/2015 weekly
G1.B3.S1.MA1	Administrators will conduct walk-throughs for implementation of standards-based instruction.	Deal, Gregory	11/4/2014	Data collected during walk-throughs.	6/1/2015 monthly
G1.B3.S1.MA1	Sign-in Sheets and Agendas will be utilized at planning sessions. Administration and coach will attend the planning sessions.	Deal, Gregory	10/28/2014	Sign-in Sheets, Agendas, and Lesson Plans	6/1/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. With the help of Administration and Coach, teachers will engage students in rigorous tasks across all content areas aligned with the FL Core Standards to improve core instruction.

G1.B1 Teachers' lack of knowledge of the Florida Core Standards

G1.B1.S1 Teachers will deconstruct Florida Core Standards with school-based coach and administration.

PD Opportunity 1

Teachers will meet during PLC's with administration and coach to deconstruct Florida State Standards.

Facilitator

Gregory Deal, Bonnie Phillips, Brandy Polly

Participants

Grade-level Teams

Schedule

Weekly, from 10/28/2014 to 6/2/2015

PD Opportunity 2

Teachers will receive monthly support from Regional Coaches (Reading, Math, Science).

Facilitator

Regional Coaches (Reading, Math, Science)

Participants

Classroom Teachers

Schedule

Monthly, from 12/9/2014 to 6/4/2015

G1.B2 Lack of Differentiated Instruction

G1.B2.S1 Teachers need to plan and prioritize rigorous learning to include small group instruction, a high-yield strategy to promote academic engagement.

PD Opportunity 1

Teachers will document small group instruction in their Lesson Plans.

Facilitator

Gregory Deal, Principal; Bonnie Phillips, Assistant Principal

Participants

Classroom Teachers

Schedule

Weekly, from 11/4/2014 to 6/2/2015

G1.B3 Lack of structured collaborative planning to use rigorous, high-yield strategies during instruction to promote academic engagement.

G1.B3.S1 Teachers will collaboratively plan weekly and deliver standards-based lessons.

PD Opportunity 1

Teachers will consistently deliver rigorous, standards-based lessons using high-yield strategies to promote academic student engagement as planned during collaboration.

Facilitator

Beth Dawson, Regional Reading Coach Brandy Polly, School-based Reading Coach Kerri Foster, Regional Math Coach Polly Burkhart, Regional Science Coach

Participants

Classroom Teachers

Schedule

Weekly, from 11/10/2014 to 6/1/2015

Technical Assistance Items

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

G1. With the help of Administration and Coach, teachers will engage students in rigorous tasks across all content areas aligned with the FL Core Standards to improve core instruction.

G1.B3 Lack of structured collaborative planning to use rigorous, high-yield strategies during instruction to promote academic engagement.

G1.B3.S1 Teachers will collaboratively plan weekly and deliver standards-based lessons.

PD Opportunity 1

Weekly grade level collaborative planning sessions will be scheduled and monitored.

Facilitator

Gregory Deal, Principal; Bonnie Phillips, AP and Brandy Polly, Reading Coach

Participants

Classroom Teachers

Schedule

Monthly, from 9/22/2014 to 6/1/2015

PD Opportunity 2

Reading Coach will support classroom instruction via the coaching cycle.

Facilitator

Brandy Polly, Reading Coach

Participants

Classroom Teachers

Schedule

Weekly, from 12/8/2014 to 6/4/2015

Budget Rollup

Summary

Description	Total
Grand Total	0