

Lake Alfred Addair Middle School



2014-15 School Improvement Plan

Lake Alfred Addair Middle School

925 BUENA VISTA DR N, Lake Alfred, FL 33850

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

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

89%

Alternative/ESE Center

No

Charter School

No

Minority

69%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	F	F	D

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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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
Priority	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

It is the mission of Lake Alfred - Addair Middle School to provide a safe and structured environment, foster motivation, and guide all students to reach their social, academic, college and career potential.

Provide the school's vision statement

We envision that students at Lake Alfred - Addair Middle School will effectively:

- read, write, compute, speak, listen, and use complex thinking skills to solve problems;
- be self-directed in creating personal purpose and vision, setting priorities, choosing ethical action, and creating their own knowledge;
- cooperate and collaborate with others in working with and leading groups; interact positively in diverse settings; recognize the value and contributions of all individuals; and make positive contributions to their communities;
- understand and use social, organizational, and technological systems; design, monitor, improve and correct performance within a system; and create viable products.

School Environment

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

The students come from multiple locations and communities around the Northern end of the county. Many of the students originated from other states and countries. We have several orientation days and community events that attempt to bring in the surrounding families and community. We visit all of the elementary schools that feed into our school and meet incoming students to provide opportunities for them to ask questions and enable us to learn about them and their needs.

The staff at our school has significant diversity as well. By having a well balanced staff in ethnicity, age, and gender, we can form a community that is representative of our student population. We have staff from Haiti, Puerto Rico, El Salvador, Vietnam, and other areas around the world. We strive to support our students through consistency, positive support, and differentiated instruction in all subjects.

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

We have established a more consistent system of supervision, discipline, and reporting procedures for students. Duty posts are established for the start and end of each day and staff are set specifically for the task of watching for safety concerns. Teachers are required to be at their doors between classes and the leadership team is stationed on designated points across the campus to control the flow from class to class. Students have bully boxes across the campus that they can report and issues that they are having with other students on campus. Many students have begun reporting frequently when issues are rising that could lead to a fight or other issues of safety. This open communication is protected and applauded. Teachers are grouped in teams and are asked to be consistent with their rules and management practices so that students do not feel confused from class to class. Dismissal is structured and students leave in groups of 6 only when their bus is called. This cuts down on drama and allows for greater supervision of the students. Cameras are placed strategically around campus and used often to help solve discipline issues as they arise.

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

In the classroom teachers begin by using hand signals that are meant to keep students from calling out. This began in our sixth grade classes and is now in all our grade levels. Teachers also use a 3-step system for minor disruptions. The first time a student is disruptive they are warned. The second time they are moved to another seat in the room and the third time they are moved to a neighboring classroom. As the grade levels are grouped into teams, teachers are supportive of each other and share the same students. Each team has a copy of all parent contact numbers and are urged to keep in constant contact with parents for positive reasons as well as disciplinary issues. If a student is aggressive, disruptive, or needs to be removed from class. Deans are called to remove them immediately and they are dealt with according to their action, repetition, and severity with a progressive discipline plan based on the county code of conduct.

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

We have a new social worker this year who is already begun working with our targeted students in need of the most immediate support. We also have a school psychologist that is on campus on a regular basis. The school is working on a "Big Brother/Sister" program that will allow the 8th grade students time to meet with a struggling sixth grader and help them with potential tutoring and peer mentoring. The school is also working to get local High school students and adults from the community to come in and be a positive mentor for our students. Professionals from the community are also scheduled to come in and share career path choices, college choice, and direction planning with our students to help them see choices for their future.

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

115 students grade 6th -8th showed more than 10 percent absence. Last year as students were flagged on the early warning system, calls were made to parents and letters were mailed to warn the parents of the attendance issues. The school board system calls out to parents on any unexcused absence and tardy.

More students were suspended at least one day last year as indicated by the chart below. The majority of the students with suspensions were in the 1-5 day range. Suggesting there were few repeat offenses for these students.

When viewing the mathematics scores from last year. About 50% of the students in 6th and 8th grade made a level one. 7th grade made less level ones and had more students than both 6th and 8th.

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
	6	7	8	
Attendance below 90 percent	26	41	48	115
One or more suspensions	75	120	127	322
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	120	107	120	347

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

This year the school has already begun to implement changes to help lower these statistics. As students returned to school, a list of students with the most chronic absences and suspension issues from the previous year was used to begin conferences with the students and parents. Our new social worker has been involved in some of the discussions and has been given the list to begin early checkups on the students.

For the level 1 math students, we do not offer double block math this year. We are working with a new curriculum and working on planning sessions with all teachers, especially those that have showed low gains the previous year. We will be putting together tutoring sessions throughout the year with teachers and with high school student volunteers to assist students with their mathematics deficits. Benchmark data will allow for a diagnostic approach to the tutoring sessions and also help drive small group instruction more consistently in the classroom.

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?

No

PIP Link

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

Description

Title 1 Parent Informational Night will be conducted 4 times per year (once per quarter). We will also be providing student portfolio conferences in conjunction with the Saturday tutoring academies, and other school events, when parents will be invited to review student portfolios including data and work samples.

Picnic on the lawn days will be provided to allow parents to come be with their children for lunch.

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

The local Chamber of Commerce is invited (yearly) to the school to discuss progress and needs based on the data. The opinions of the chamber members are solicited as a means of securing additional suggestions for school improvement. Local realtors are also invited to tour the campus during school hours to observe school culture and the classes offered at the school. Additionally, local colleges and universities are invited to present informational sessions to encourage students to do well in school so they can further their education. Polk State College has been asked to provide a 2-year scholarship for two 8th grade students based on maintaining academic performance from 8th grade through high school. We also work with the Haines City Pizza Hut to raise money for local charities such as World Hunger Day and any local problems such as homeless of students. Pizza Hut then provides the school with free pizza coupons to be used for student awards and incentives.

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
Ray, Linda	Principal
Jensen, Criston	Assistant Principal
Sackett, Sandra	Assistant Principal
Greenlee, Bobbie	Instructional Coach
Bonney, Keith	Dean
Hensley, Rebecca	Dean

Duties

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

- Principal (Dr. Ray) – provides a common vision for the use of data-based decision making, models the Problem solving process; supervises the development of a strong infrastructure for implementation of MTSS; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and documentation; ensures and participates in adequate professional learning to support MTSS Implementation; develops a culture of expectation with the school staff for the implementation of MTSS school-wide; ensures resources are assigned to those areas in most need and communicates with parents regarding school-based MTSS plans and activities. Provides feedback to teachers, staff, stakeholders, community, and district/state administrators regarding progress MTSS process.
- Guidance Counselors (Ms. Downing and Ms. Haight): Provides quality services and expertise on issues ranging from program design to assessment, and intervention with individual students. Communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success. Communicates progress toward academic goals with students and parents including encouragement and information for additional support services where needed.
- Network Manager (Mr. Weyers): Develops or brokers technology necessary to manage and display data, provides professional development and technical support to teachers and staff regarding data management and graphic design. Provides or arranges for professional development related to the utilization of technology as a teaching and learning tool, including use of technology by teachers and students.
- Assistant Principals (Sandra Sackett and Criston Jensen): Assist Principal in providing a common

vision for the use of data-based decision-making, assist in the development of a strong infrastructure of resources for the implementation of MTSS, further assist the principal in the assessment of MTSS skills, implementation of intervention support and documentation, professional learning, and communication with parents concerning MTSS plans and activities. Work with principal to provide feedback to teachers, staff, stakeholders, community, and district/state support personnel regarding progress MTSS process.

- General Education Teachers: Provide information about core instruction; participate in student data collection; deliver Tier 1 instruction/intervention; collaborate with other staff to implement Tier 2 and 3 interventions; integrates Tier 1 materials/instruction with Tier 2 and 3 activities.
- Exceptional Student Education (ESE) Facilitator: Participates in student data collection, integrates core instructional activities/materials/instruction in tiered intervention; collaborates with general education teachers. Responsible for IEP development and monitoring.
- Reading (Ms. Hart), Math (Dr. Greenlee), and Science (TBA) Coaches: develop, lead, and model effective strategies within the classroom setting; evaluate school core content standards/programs; identify and analyze existing literature on research-based curriculum/behavior assessment and intervention approaches; identify systematic patterns of student need while working with district personnel to identify appropriate evidence-based intervention strategies; assists with whole school screening programs that provides early intervention services for children to be considered "at risk", assist in the design and implementation for progress monitoring, data collection, and data analysis, participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

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

The MTSS/RtI Team will meet weekly throughout the year to evaluate instructional alignment with our students' needs. Teachers will monitor student growth by analyzing the data from FCAT, FAIR, Discovery and formative pre and post assessments. Progress monitoring through FAIR and Discovery will occur three times throughout the year. The MTSS team will meet with each student and teacher individually to discuss their data. Teachers will also be monitored and coached weekly to ensure our SIP goals are being implemented to fidelity within the classroom setting. Teaching and learning strategies such as

- * data analysis and application to student learning
- * increasing student engagement
- * rubrics
- * feedback
- * gradual release model
- * model coaching
- * reading and writing across the curriculum
- * teaching the standard/unpacking the benchmarks
- * small group instruction
- * differentiating instruction
- * collaborative learning
- * building relationships

These topics will be the focus of all our Professional development during our PD Tuesdays. The leadership team and staff reviewed our Superintendent's and AMO targets and determined that small group instruction is essential to meet the needs of our at risk student population. Differentiating instruction through small groups will provide all students with the targeted needed skills. The MTSS/RtI Team members are key personnel and will have a hands-on role in developing and continuously modifying the SIP through the year. The data provided through progress monitoring and formative

assessments set clear expectations and facilitated the development of a systemic approach to teaching with rigor, relevance, and building relationships as the focus. Title 1 Funds will be used to purchase supplies, additional staff such as Title 1 Facilitator, parent involvement facilitator, credit recovery and an additional math instructor. Title 1 will also provide motivational speakers to enhance our goal of changing the culture of our school. State and local funds are utilized to purchase magazines, supplies for students and classroom libraries to enhance the learning process.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Dr. Judy Shoemaker	Business/Community

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 2014-15 SIP and school data was presented to the SAC committee during the September meeting and will continue with each subsequent meeting throughout the year. Membership is kept informed of any changes or revisions to the SIP as they occur.

Development of this school improvement plan

The school data and goals developed by the school community has been presented to the SAC. SAC is also presented the barriers that our school will face implementing the goals. SAC's input was solicited after being presented with the goals of the school. During that time, SAC members gave suggestions and recommendations to change the goals or add to the goals for the 2013-2014 school year. Our SAC is responsible for the final decisions at our school relating to the implementation of the provisions of the annual School Improvement Plan and assists in the preparation and evaluation of the school budget.

Preparation of the school's annual budget and plan

The principal will present the annual school and Title I budgets and financial plan to the SAC during the October meeting. Any changes, updates, and additions will be presented as needed throughout the school year at the monthly SAC meetings.

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

Title One - Material and supplies for Lake Alfred Addair Middle School TAB #1-SUMMARY Allocation:
 Location No: 1662000000 \$306,346.00
 Title I Budget 2013-2014
 Cost Functional GL 2013-2014 Budget
 Center Area Fund Account GL Account Name Request
 INSTRUCTIONAL/CLASSROOM
 1662000000 5100 42041014 4120000 Salary - Classroom Teacher 66,414.00
 1662000000 5100 42041014 4130000 Salary - Resource Teacher -
 1662000000 5100 42041014 4150000 Salary - Paraeducator (Classroom & Lab) -
 1662000000 5100 42041014 4210000 Retirement 4,556.00

1662000000 5100 42041014 4220000 Social Security 5,081.00
1662000000 5100 42041014 4231000 Insurance - Health 7,680.00
1662000000 5100 42041014 4232000 Insurance - Life 19.00
1662000000 5100 42041014 4240000 Worker's Compensation 664.00
1662000000 5100 42041014 4310000 Prof. & Technical Services (No Training) -
1662000000 5100 42041014 4350000 Repairs and Maintenance 400.00
1662000000 5100 42041014 4360000 Rental/Internet Use/Software Maintenance 475.00
1662000000 5100 42041014 4390000 Purchased Services/Field Trip Admission 1,000.00
1662000000 5100 42041014 4510000 Supplies 20,000.00
1662000000 5100 42041014 4520000 Textbooks & Workbooks 500.00
1662000000 5100 42041014 4610000 Classroom Library Books 5,000.00
1662000000 5100 42041014 4621000 Capitalized Audio Visual Materials -
1662000000 5100 42041014 4622000 Non-Capitalized AV Materials -
1662000000 5100 42041014 4641000 Capitalized Furniture & Equipment -
1662000000 5100 42041014 4642000 Non-Cap. Furniture & Equipment 12,500.00
1662000000 5100 42041014 4643000 Capitalized Computer Hardware 15,000.00
1662000000 5100 42041014 4644000 Non-Capitalized Computer Hardware 20,000.00
1662000000 5100 42041014 4691000 Capitalized Software -
1662000000 5100 42041014 4692000 Non-Capitalized Software -
1662000000 5100 42041014 4751150 Substitute Teachers -

PARENT INVOLVEMENT

1662000000 6150 42041014 4120000 Salary - Teacher Stipends -
1662000000 6150 42041014 4130000 Salary - Parent Involvement Teacher -
1662000000 6150 42041014 4150000 Salary & Stipends - Parent Inv. Para 14,163.00
1662000000 6150 42041014 4160000 Salary - Other Support Personnel/Child Care -
1662000000 6150 42041014 4210000 Retirement 972.00
1662000000 6150 42041014 4220000 Social Security 1,083.00
1662000000 6150 42041014 4231000 Insurance - Health 7,680.00
1662000000 6150 42041014 4232000 Insurance - Life 19.00
1662000000 6150 42041014 4240000 Worker's Compensation 142.00
1662000000 6150 42041014 4310000 Prof. & Technical Services (No Training) -
1662000000 6150 42041014 4330000 Travel -
1662000000 6150 42041014 4350000 Copier Maintenance 100.00
1662000000 6150 42041014 4370000 Postage 5,000.00
1662000000 6150 42041014 4390000 Purchased Services (Film Developing) 4,000.00
1662000000 6150 42041014 4510000 Supplies 1,000.00
1662000000 6150 42041014 4610000 Parent Involvement Library Books -
1662000000 6150 42041014 4621000 Capitalized Audio Visual Materials -
1662000000 6150 42041014 4622000 Non-Capitalized AV Materials -
1662000000 6150 42041014 4641000 Capitalized Furniture & Equipment -
1662000000 6150 42041014 4642000 Non-Cap. Furniture & Equipment -
1662000000 6150 42041014 4643000 Capitalized Computer Hardware -
1662000000 6150 42041014 4644000 Non-Capitalized Comp. Hardware -
1662000000 6150 42041014 4691000 Capitalized Software -
1662000000 6150 42041014 4692000 Non-Capitalized Software -

MEDIA

1662000000 6200 42041014 4130000 Salary - Media Specialist -
1662000000 6200 42041014 4150000 Salary - Media Paraeducator -
1662000000 6200 42041014 4210000 Retirement -
1662000000 6200 42041014 4220000 Social Security -
1662000000 6200 42041014 4231000 Insurance - Health -
1662000000 6200 42041014 4232000 Insurance - Life -
1662000000 6200 42041014 4240000 Worker's Compensation -

1662000000 6200 42041014 4510000 Supplies 1,000.00
 1662000000 6200 42041014 4610000 Library Books 1,000.00
 CURRICULUM DEVELOPMENT
 1662000000 6300 42041014 4120000 Salary - Teacher Stipends 4,171.00
 1662000000 6300 42041014 4130000 Salary - Program Facilitator 44,250.00
 1662000000 6300 42041014 4130000 Salary-Resource Teacher, Prog. Fac.-Stipends 750.00
 1662000000 6300 42041014 4150000 Salary - Paraeducator Stipends 500.00
 1662000000 6300 42041014 4210000 Retirement 3,407.00
 1662000000 6300 42041014 4220000 Social Security 3,800.00
 1662000000 6300 42041014 4231000 Insurance - Health 7,680.00
 1662000000 6300 42041014 4232000 Insurance - Life 19.00
 1662000000 6300 42041014 4240000 Worker's Compensation 497.00
 1662000000 6300 42041014 4310000 Prof. & Technical Services (No Training) -
 1662000000 6300 42041014 4510000 Supplies 1,000.00
 1662000000 6300 42041014 4610000 Professional Reference Books 1,000.00
 1662000000 6300 42041014 4751150 Substitute Teachers -
 STAFF DEVELOPMENT
 1662000000 6400 42041014 4121000 Salary - Teacher as Presenter-Stipends -
 1662000000 6400 42041014 4120000 Salary - Teacher as Participant-Stipends 3,618.00
 1662000000 6400 42041014 4130000 Salary-Resource Teacher, Prog. Fac.-Stipends 362.00
 1662000000 6400 42041014 4130000 Salary - Prof. Development Resource Teacher -
 1662000000 6400 42041014 4150000 Salary - Paraeducator as Participant-Stipends -
 1662000000 6400 42041014 4210000 Retirement -
 1662000000 6400 42041014 4220000 Social Security 304.00
 1662000000 6400 42041014 4231000 Insurance - Health -
 1662000000 6400 42041014 4232000 Insurance - Life -
 1662000000 6400 42041014 4240000 Worker's Compensation 40.00
 1662000000 6400 42041014 4310000 Consultative Service Agreements 10,000.00
 1662000000 6400 42041014 4331000 Training Related Travel - RegistrationFees 5,000.00
 1662000000 6400 42041014 4510000 Supplies 3,000.00
 1662000000 6400 42041014 4610000 Staff Development Library Books 1,000.00
 1662000000 6400 42041014 4621000 Capitalized Audio Visual Materials -
 1662000000 6400 42041014 4622000 Non-Capitalized AV Materials -
 1662000000 6400 42041014 4641000 Capitalized Furniture & Equipment -
 1662000000 6400 42041014 4642000 Non-Cap. Furniture & Equipment -
 1662000000 6400 42041014 4643000 Capitalized Computer Hardware -
 1662000000 6400 42041014 4644000 Non-Capitalized Computer Hardware -
 1662000000 6400 42041014 4691000 Capitalized Software -
 1662000000 6400 42041014 4692000 Non-Capitalized Software 500.00
 1662000000 6400 42041014 4751150 Substitute Teachers -
 GUIDANCE
 1662000000 6120 42041014 4130000 Salary - Guidance Counselor -
 1662000000 6120 42041014 4210000 Retirement -
 1662000000 6120 42041014 4220000 Social Security -
 1662000000 6120 42041014 4231000 Insurance - Health -
 1662000000 6120 42041014 4232000 Insurance - Life -
 1662000000 6120 42041014 4240000 Worker's Compensation -
 1662000000 6120 42041014 4510000 Supplies -
 TRANSPORTATION
 1662000000 7800 42041014 4310000 Charter Buses -
 1662000000 7800 42041014 4390000 PCSB Buses 20,000.00
 TELEPHONES
 1662000000 7900 42041014 4371000 Parent Inv. Phone/Monthly Billing -

EERS REPAIR BILLINGS

1662000000 8100 42041014 4350000 Labor Charges for EERS Repairs -
 1662000000 8100 42041014 4510000 Material Charges for EERS Repairs -
 TOTAL: \$306,346.00
 Allocation Distribution Chart
 Allocation 306,346.00
 Budgeted 306,346.00
 Difference over/(under) allocation -
 Personnel
 Budgeted 160,750.00 52%
 Total # of Units 2.44
 Parent Involvement Requirement 3,771.00
 Budgeted 34,159.00
 Amount still required to spend -

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

No

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

Literacy Leadership Team (LLT)

Membership

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

Name	Title
	Instructional Coach
Jensen, Criston	Assistant Principal
Ray, Linda	Principal
Sackett, Sandra	Assistant Principal
Hensley, Rebecca	Dean

Duties

Describe how the LLT promotes literacy within the school

The LLT will focus on writing to learn strategies in all content areas with professional development, support and resources. Consistency within all classrooms, including building background knowledge through activating strategies, content embedded vocabulary development, close reading and support with parallel text will increase students reading skills leading to learning gains for all.

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

Teachers will meet in the Math Suite weekly, on Monday and Tuesday, for collaborative planning in subject area groups. Planning times are as follows: Language Arts 9:00 - 10:00; Science 10:04-10:52; Reading 11:44-12:32; Music & PE 11:36-1:24; Social Studies 1:28-2:16; Math 2:20-3:08; TV, Spanish & Ag 3:12-4:00. Teachers also meet biweekly in teams, after school 4:00-4:30, to allow for cross

curriculum discussions and classroom management discussion. Teachers also meet on Wednesday in their subject area grade level for collaborative planning, in their classrooms during planning times. Administrators are in classes frequently to offer support for classroom management and instructional needs of staff. New teachers groups meet throughout the year to offer support to teachers who are new to teaching or new to the school culture.

Administration is divided among subject area by areas of expertise and assist in supporting teachers and coaches.

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

1. Hire instructors with outstanding references, optimistic and a positive demeanor, who are highly qualified and certified. Convince applicants that the school culture is changing and pride and academic achievement is the primary focus of the school. The school Principal will be responsible for hiring with input from the leadership team.
2. To recruit and retain – All teachers will be trained in MTSS/RtI and participate in: PEC, New Teacher training, Professional Development to increase student learning. PBS/MTSS/RtI training, PLC, PD 360 PD, T.A.R.G.E.T. All members of the leadership team will provide professional development and assistance to teachers new to Lake Alfred Addair Middle School.
3. To retain by providing model instruction to all teachers - academic coaches will model and provide support for core content area teachers, the assistant principal, teacher volunteers and other members of the leadership team will support any new non-core instructional staff.

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

Rational for pairing: Teachers new to teaching and/or the school are paired with teachers in the same content area. Every Tuesday morning the literacy, math and science coaches will conduct mentoring for all new teachers to the profession with those new to our school having the option to attend. Teachers will plan collaboratively with the coaches and peer teachers. Every Tuesday after school the Principal will meet with any new staff after school to address any questions or concerns.

Planned mentoring activities: Daily contact and weekly formal PLC's

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

Lesson planning is the first step to aligning the curriculum. The textbooks are not the curriculum, they are tools for assisting the curriculum that is taught. We urge teachers to focus on the assigned benchmarks when planning lessons. Benchmark assessments will be used as a pre- and post assessment to help drive instructional needs for all classrooms. As we are still new to the common core standards, we focus primarily on the standards as they can be found on the maps and on the CPALMS website.

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

FCAT data is used in conjunction with FAIR scores to help place students in a sufficient program. Pre and post benchmark assessments are used to create a more diagnostic form of teaching. Students who do not do well on the reading assessment are in a 90 minute block and instruction is to be more intense and supportive. Students with reading and mathematics needs are offered tutoring help throughout the year. Saturday tutoring sessions and mentor tutors will be used to assist students under professional supervision. Manipulatives are used in mathematics as well as the new online format to the curriculum to further assist students struggling with new concepts. Science uses labs used on a regular basis to offer hands on inquisition opportunities and broaden student interest. Cross Curriculum boards will be used in the pod areas of teams to help teachers see connections across the curriculum, creating more relevance discussions in class.

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: After School Program

Minutes added to school year: 900

Students will utilize critical thinking strategies during Reading Intervention, including the use of specific writing strategies, to develop the skills needed to solve problems. Teachers will use small group settings and collaborative pairs to provide differentiated instruction to address the learning needs and styles of all students.

STEM and Critical Thinking questions will be used to increase rigor and promote problem-solving strategies for all students to address in shifts in Florida Standards Assessment Test Reading teachers are also being utilized as professional support for the school as we have added a 24 minute reading intervention period. The reading coach facilitates intensive lessons that assist students read for more depth and success.

Strategy Rationale

In order to address the educational shifts, students are provided assistance and academic support during this time. The focus is learning to cite text-based evidence in what they read, how to perform a "close -read" a document, to develop analytical skills in order to synthesize multiple pieces of text and answer questions based on content rather than opinions.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ray, Linda, linda.ray@polk-fl.net

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

Schedules will be monitored to ensure that all Level 1 students are scheduled in the appropriate courses.

Progress of students will be monitored through Baseline Discovery and FAIR assessments. Lesson plans will be reviewed during classroom walk-throughs by administrators and academic coaches.

Administrative classroom walk-through logs and academic coach class visits will document effective use of research based strategies.

Strategy: After School Program

Minutes added to school year: 4,320

24-minute daily reading intervention time

Strategy Rationale

Allow more directed reading time and specific strategy integration to assist all levels of readers.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Hart, Alice, alice.hart@polk-fl.net

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

Classroom walk-throughs, observation, teacher feedback, student work samples, Reading assessments.

Strategy: Weekend Program

Minutes added to school year: 2,400

Saturday Academy for targeted students based on FCAT scores, FAIR/ Discovery progress monitoring or teacher recommendation. Tutoring will be provided by highly qualified teachers on ten Saturdays for four hours each day with a focus on math and reading instruction. Science Saturday Academies for 8th grade science students will occur 3 times throughout the year to provide review of concepts assessed on the FCAT Science 2.0.

Strategy Rationale

Because the grant funding needed to initiate the extended day was not approved and because no double-block scheduling time was available for both reading and math, a Saturday Academy has been designed and will begin in January 2015 to provide additional support and instruction in math for all level 1 and 2 students.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Ray, Linda, linda.ray@polk-fl.net

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

FCAT data, FAIR/Discovery progress monitoring and pre-, post-assessments will demonstrate the effectiveness of this strategy.

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

Incoming 6th graders:

Title 1 funds are used to transport incoming 6th grade students from the largest local feeder elementary school. The students come in for an orientation and are accompanied by their 5th grade teachers and parents to content area and electives. They are able to observe expected behaviors and academic responsibilities. The guidance counselors, administrators, and electives (band and chorus) visit local elementary schools thus providing an additional opportunity for students and parents to ask questions about the transition to middle school.

Outgoing 8th graders:

The local high schools are invited to register students (based on zoning) and provide opportunity for students and parents to ask questions and express concerns. Each high school has a designated day for this site visit. Guidance counselors are available throughout the school year to assist students and parents with questions as they arise throughout the school year as a way to provide transitional support to high school.

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**

Local colleges and universities are invited to visit the school and work with students with the goal of encouraging them to do their best and continue their education. Local businesses, industries, and community organizations provide feedback and suggestions for school improvement as well as support for student motivation, incentives, and yearly programs such as the "Great American Teach-In". The goal of this involvement is to increase student awareness of possible careers and spark interest in exploring new opportunities for learning.

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

Agriculture including FFA and agriculture lab are offered to provide students with the opportunity to experience a real-world application of learning connected to agri-science.

Culinary Arts is also offered to provide students with the opportunity to experience food service and hospitality careers.

Students are offered the opportunity to participate in video production classes where they learn the processes and procedures for organizing and producing TV and other video productions including the daily school TV show.

No industry certifications are presently available to students at this school,

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

All electives are required to integrate the 24-minute literacy component as well as "unpacking" standards related to their elective content and also to the standards required for LA/Reading.

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

This does not apply to Middle School.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** With the support of the leadership team, teachers will plan and deliver standards based instruction to increase student achievement.

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 support of the leadership team, teachers will plan and deliver standards based instruction to increase student achievement. 1a

G059506

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	48.0
AMO Reading - All Students	57.0
FCAT 2.0 Science Proficiency	40.0
FAA Writing Proficiency	

Resources Available to Support the Goal 2

- C-palms, Moodle, Item specifications, administration, deans, math interventionist, District and DOE support personnel, content area coaches, peer observations, learning maps, curriculum, Florida standards

Targeted Barriers to Achieving the Goal 3

- New Florida standards and new curriculum expectations.
- Lack of content knowledge and pedagogy.

Plan to Monitor Progress Toward G1. 8

Student achievement data

Person Responsible

Linda Ray

Schedule

Quarterly, from 10/20/2014 to 6/5/2015

Evidence of Completion

District and school based assessments

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 support of the leadership team, teachers will plan and deliver standards based instruction to increase student achievement. **1**

 G059506

G1.B1 New Florida standards and new curriculum expectations. **2**

 B151655

G1.B1.S1 Teachers will unpack the new Florida standards with leadership team. **4**

 S163500

Strategy Rationale

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

Action Step 1 **5**

Teachers will deliver standards based instruction.

Person Responsible

Linda Ray

Schedule

Weekly, from 10/13/2014 to 6/2/2015

Evidence of Completion

Alignment of teaching and learning tool, Journeys

Action Step 2 5

Teachers will meet during their planning time for collaborative planning utilizing the standards based alignment tool and teacher lesson plans.

Person Responsible

Linda Ray

Schedule

Weekly, from 10/13/2014 to 6/2/2015

Evidence of Completion

Agenda, sign in sheet and lesson plan,

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

Leadership team will participate in the unpacking session.

Person Responsible

Linda Ray

Schedule

Weekly, from 10/13/2014 to 6/5/2015

Evidence of Completion

Sign in sheet, completed Instructional Alignment Chart (reading/ELA/SS), clarifying the standard document (math)

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

Completed unpacking tools will be utilized for collaborative lesson planning.

Person Responsible

Linda Ray

Schedule

Weekly, from 10/14/2014 to 6/5/2015

Evidence of Completion

Lesson plans that meet the full intent of the standard.

G1.B1.S2 With the support of the leadership team, teachers will learn and Implement highly effective instructional strategies to increase student engagement across all content areas. 4

S163501

Strategy Rationale

Without proper implementation students will not learn the full intent of the standards.

Action Step 1 5

Leadership team will observe teachers to identify areas of concern for coaching and support.

Person Responsible

Linda Ray

Schedule

Weekly, from 10/20/2014 to 6/2/2015

Evidence of Completion

Alignment of teaching and learning tool

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

Leadership team will meet to discuss effectiveness of interventions

Person Responsible

Linda Ray

Schedule

Weekly, from 10/20/2014 to 6/2/2015

Evidence of Completion

Leadership meeting notes, continued observations using the alignment of teaching and learning.

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

Administration walk-throughs

Person Responsible

Linda Ray

Schedule

Biweekly, from 10/20/2014 to 6/2/2015


Evidence of Completion

Alignment of teaching and learning tool

G1.B2 Lack of content knowledge and pedagogy. 2

 B151656

G1.B2.S1 Academic coaches will support effective use of pedagogy and content knowledge during instructional delivery. 4

 S163502

Strategy Rationale

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

Action Step 1 5

Implementation of coaching support based on referral of teachers following observational data collected by administrative team

Person Responsible

Linda Ray

Schedule

Biweekly, from 10/13/2014 to 6/2/2015

Evidence of Completion

Monitoring of fidelity: Coaching log/e-mail and observation by administrative team
Monitoring of effectiveness: observational classroom walk-through data

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

Coaching calendar and observation by administrative team

Person Responsible

Linda Ray

Schedule

Daily, from 9/8/2014 to 6/5/2015

Evidence of Completion

Lesson plans, classroom walk-throughs

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

Administration will use the alignment of teaching and learning tool looking for areas of concern.

Person Responsible

Linda Ray

Schedule

Biweekly, from 10/20/2014 to 6/5/2015

Evidence of Completion

Coaches log, journeys and alignment of teaching and learning tool.

Appendix 1: Implementation Timeline

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

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 deliver standards based instruction.	Ray, Linda	10/13/2014	Alignment of teaching and learning tool, Journeys	6/2/2015 weekly
G1.B1.S2.A1	Leadership team will observe teachers to identify areas of concern for coaching and support.	Ray, Linda	10/20/2014	Alignment of teaching and learning tool	6/2/2015 weekly
G1.B2.S1.A1	Implementation of coaching support based on referral of teachers following observational data collected by administrative team	Ray, Linda	10/13/2014	Monitoring of fidelity: Coaching log/e-mail and observation by administrative team Monitoring of effectiveness: observational classroom walk-through data	6/2/2015 biweekly
G1.B1.S1.A2	Teachers will meet during their planning time for collaborative planning utilizing the standards based alignment tool and teacher lesson plans.	Ray, Linda	10/13/2014	Agenda, sign in sheet and lesson plan,	6/2/2015 weekly
G1.MA1	Student achievement data	Ray, Linda	10/20/2014	District and school based assessments	6/5/2015 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Completed unpacking tools will be utilized for collaborative lesson planning.	Ray, Linda	10/14/2014	Lesson plans that meet the full intent of the standard.	6/5/2015 weekly
G1.B1.S1.MA1	Leadership team will participate in the unpacking session.	Ray, Linda	10/13/2014	Sign in sheet, completed Instructional Alignment Chart (reading/ELA/SS), clarifying the standard document (math)	6/5/2015 weekly
G1.B2.S1.MA1	Administration will use the alignment of teaching and learning tool looking for areas of concern.	Ray, Linda	10/20/2014	Coaches log, journeys and alignment of teaching and learning tool.	6/5/2015 biweekly
G1.B2.S1.MA1	Coaching calendar and observation by administrative team	Ray, Linda	9/8/2014	Lesson plans, classroom walk-throughs	6/5/2015 daily
G1.B1.S2.MA1	Administration walk-throughs	Ray, Linda	10/20/2014	Alignment of teaching and learning tool	6/2/2015 biweekly
G1.B1.S2.MA1	Leadership team will meet to discuss effectiveness of interventions	Ray, Linda	10/20/2014	Leadership meeting notes, continued observations using the alignment of teaching and learning.	6/2/2015 weekly

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.

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Grand Total	0