Polk County Public Schools

Lake Alfred Addair Middle School

2015-16 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	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	66%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	71%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	F*	F	F	F

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

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

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

Believe. Achieve. Succeed. Everyone Everyday.

School Environment

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

Our 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.
We have created a flexible bell schedule on Mondays to implement a program entitled Motivational Mondays. Teachers meet with their mentor group for 28 minutes every Monday to discuss topics such as conflict resolution, goal setting, and mindset. Before we began any of those topics we introduced a book titled "If She Only Knew Me" teachers and students spent time getting to know each other while learning to respect our differences.

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

We have established a 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. Teachers are grouped by grade level and content area and are asked to be consistent with their rules and management practices so that students do not feel confused from class to class. 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

Teachers have been trained on differentiating between classroom managed behaviors and office managed behaviors to ensure that students remain in class where they can learn as long as they are not disrupting the learning process of others. Utilizing Title 1 funds we added a behavior interventionist who meets with students who have been identified as a behavior concern to discern the underlying cause of their behavior. We also have a school psychologist, a mental health specialist from Winter Haven Hospital and an administrative team who all work to determine the cause of the

behavior while counseling students on better choices.

Step 1 in any incident is to contact the parent and obtain their support to prevent the same misbehavior in the future. We are in the process of implementing a PBS program with a focus on identifying desirable behaviors and recognizing those students who are doing what they are supposed to be doing.

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 studets in need of the most immediate support. We also have a school psychologist that is on campus on a regular basis. We have partnered with local churches to provide school supplies, backpacks and clothes for our students. The Lions club brings weekend snack packs for our students every Friday to ensure they have food for the weekend. To engage students we have implemented a club program where all students are strongly encouraged to "get plugged in". From sports, to music, academic clubs to chess and other games students are able to participate in co- and extra-curricular activities sponsored by teachers on our campus.

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

64 Students are identified as off-track (16 in 6th grade, 21 in 7th grade, 27 in 8th grade). Of these 38 are Off-track based on State ELA/Reading scores, with 12 others at risk based on State ELA/Reading scores. 51 are Off- track based on State Math scores while 7 are at risk based on State Math scores. 4 are off-track based on behavior (ISS/OSS) with 13 at-risk based on behavior. 54 are off-track based on attendance.

306 Students are identified as at-risk (88 are in 6th grade, 92 are in 7th grade, 126 are in 8th grade). Of these 81 are at-risk based on State ELA/Reading scores, with 122 being off-track based on State ELA/Reading scores. 44 are at-risk based on State Math scores, with 159 being off-track based on State Math scores.

8 students are at-risk due to behavior (ISS/OSS) with an additional 2 being off-track due to behavior. 105 students are off-track based on attendance.

Early warning information is pulled from IDEAS, the administrative team reviews the data weekly and updates the list of students identified as at-risk or off-track. This information is shared with the appropriate stakeholders and students are assigned to a support team.

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	33	30	42	105
One or more suspensions	3	2	5	10
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	60	72	93	225

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	88	92	126	306

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

Staff was added utilizing Title 1 funds: 2 academic interventionists and 1 behavior interventionist who all work with targeted students. The School based leadership team, Discipline team, Guidance department and academic leadership team all meet weekly, included in these weekly meetings are identifying students at risk, assigning mentors and monitoring their progress.
All students identified through the early warning system are assigned a mentor who meets with them bi-weekly regarding academics and behavior, the appropriate interventions are put into action as needed. For example, students struggling in academics may receive before school tutoring, be provided on-line or print resources to take home, or tutoring during lunch. Behavior interventions include but are not limited to counseling, parent meetings, and implementation of de-escalation strategies as appropriate for the student.

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/187037.

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

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 colleges and universities are invited to present informational sessions to encourage students to do well in school so they can further their education. Local churches have provided school supplies, backpacks and money for our school clothing fund for students who are not able to afford their uniform shirts and/or pants. Business partners include Horace Mann and Haines City Pizza Hut who provide incentives for our PBS program and SSYRA. We are in the process of building our parent support group, called Partners Assisting Student Success with a vision of providing support for teaching and learning through volunteer hours and fundraising.

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:

Name	Title
Thacker, Chuck	Principal
Sackett, Sandra	Assistant Principal
Greenlee, Bobbie	Instructional Coach
Bonney, Keith	Assistant Principal
Hensley, Rebecca	Assistant Principal
Gaymont, Katherine	Instructional Coach
Crumley, Nelly	Instructional Coach
McCree, Avery	Other
Lavery, Amanda	Other
Jen, Stephanie	Other

Duties

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

• Principal (Mr. Charles Thacker) – 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. Haughn): 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 are students.
• Assistant Principals (Sandra Sackett and Keith Bonney): 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 (Mrs. Gaymont), Math (Dr. Greenlee), and Science (Mrs. Crumley) 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 FSA, FAIR, IBTP and formative pre and post assessments. Progress monitoring through FAIR and IBTP will occur periodically 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 supplies for students and classroom libraries to enhance the learning process.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Chuck Thacker	Principal
Sandra Sackett	Education Support Employee
Keith Bonney	Education Support Employee
Rebecca Hensley	Education Support Employee
Amanda Lavery	Teacher
Blanca Hernandez	Parent
Laura Frith	Teacher
Angela Brooks	Teacher
Carlos Salinas	Education Support Employee
Kristen Cushing	Parent
Chuck Langford	Business/Community
Derron Stults	Business/Community
Shelley Paros	Teacher
Mike Wilcher	Student
Anna Holcomb	Parent
James Holcomb	Student

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 2015-16 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 2014-15 school year. Our SAC is responsible for the final decisions at our school relating to the implementation of the provisions of the annual Schoool 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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
	Instructional Coach
Sackett, Sandra	Assistant Principal
Hensley, Rebecca	Dean
Bonney, Keith	Assistant Principal
Gaymont, Katherine	Instructional Coach
Thacker, Chuck	Principal

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 weekly, on Tuesday and Thursdays, for collaborative planning in subject area groups. The master schedule was created so that reading and ELA teachers who teach the same grade level are able to co-plan together. The same is true of all other core content areas.
Administrators are in classes frequently to offer support for classroom management and instructional needs of staff. New teachers groups meet monthly to offer support to teachers who are new to teaching or new to the school culture. We hold a lunch and learn every Friday for any teacher wanting to share best practices or ask for support from peers and academic 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

Rationale 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. Bi-weekly there will be new teacher cadre meetings after school where teachers can bring their questions and concerns to be addressed by the leadership team. The first week of school all new to teaching and new to our school teachers had mentors who provided support through being in their class every class period, in addition the first 2 weeks of school the leadership team established a culture of support through continual walk throughs. 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. Planning is focused 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/FSA 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 hep throughout the year. Before school tutoring sessions and mentor tutors will be used to assist students under proffessional 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 posted in the planning areas 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: Before School Program

Minutes added to school year: 1,000

Students will be able to work with teachers, interventionist and members of the leadership team to focus on areas of need as identified through teacher created assignments, class grades and progress monitoring. A combination of hands-on, computer programs and one-on-one coaching will be utilized to differentiate learning based on identified needs of each student.

Strategy Rationale

Students come to us with a variety of strengths, weaknesses and backgrounds. By providing individualized learning time before school we can identify where each student is, engage him/her based on their strengths and share learning strategies as well as content.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Thacker, Chuck, charles.thacker@polk-fl.net

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

Teacher assigned tasks as well as class grades will be monitored.
Progress of students will be monitored through Baseline IBTP and FAIR assessments.
Administrative classroom walk-through logs and academic coach class visits will document student engagement.

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

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 literacy and mathematical standards. Elective teachers co-plan to discuss how to implement literacy standards into their curriculum.

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.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.   The SBLT will plan, develop, and facilitate differentiated, relevant, and focused professional development that is sustained through practice, support, and actionable feedback to teachers with monitoring in order to increase effective planning and delivery of standards-based 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. The SBLT will plan, develop, and facilitate differentiated, relevant, and focused professional development that is sustained through practice, support, and actionable feedback to teachers with monitoring in order to increase effective planning and delivery of standards-based instruction. `1a`

🔍 G073275

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	35.0
Civics EOC Pass	30.0
ELA/Reading Gains	100.0
FSA English Language Arts - Achievement	40.0
ELA/Reading Lowest 25% Gains	100.0
FSA Mathematics - Achievement	35.0
Math Gains	100.0
Math Lowest 25% Gains	100.0

Resources Available to Support the Goal `2`

- Title 1 Funds
- Learning Maps, Curriculum, CPALMS
- Test Item Specs
- Interventionists - Reading, Math, Behavior
- Instructional Coaches - Science, Reading, Math
- District Coaches

Targeted Barriers to Achieving the Goal `3`

- Lack of knowledge of SBI and high impact instructional practices
- Student motivation/mindset
- Teacher retention / turnover

Plan to Monitor Progress Toward G1. `8`

Progress monitoring will occur in each of the core content areas as students engage in formative/summative assessments. The Academic Leadership Team will analyze the results as soon as they become available to determine strengths and weaknesses and, more importantly, to focus intervention toward identified needs.

Person Responsible

Chuck Thacker

Schedule

Weekly, from 9/1/2015 to 6/2/2016

Evidence of Completion

State assessments, district assessments, school assessments, course grades

Plan to Monitor Progress Toward G1. 8

The Academic Leadership Team will work with teachers on a daily basis to ensure students are engaged in rigorous, relevant work that will improve their achievement in reading, writing, mathematics, science, and civics. This will be accomplished through daily classroom observations and feedback processes, coaching, coplanning, and reviewing student work samples together.

Person Responsible
Chuck Thacker

Schedule
Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion
Student Work Samples, Classroom Observations

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. The SBLT will plan, develop, and facilitate differentiated, relevant, and focused professional development that is sustained through practice, support, and actionable feedback to teachers with monitoring in order to increase effective planning and delivery of standards-based instruction. 1

🔑 G073275

G1.B1 Lack of knowledge of SBI and high impact instructional practices 2

🔑 B191444

G1.B1.S1 Plan for effective standards-based instruction 4

🔑 S202922

Strategy Rationale

Intentional planning is essential to an effective lesson

Action Step 1 5

Build collaborative planning time into the master schedule by content area and grade level

Person Responsible

Sandra Sackett

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Master Schedule

Action Step 2 `5`

Establish expectations for planning, teaching, and learning during week 1 for teachers

Person Responsible

Chuck Thacker

Schedule

On 8/19/2015

Evidence of Completion

Sign in sheet, Powerpoint (see attached)

Action Step 3 `5`

Teachers will pre-plan and then collaboratively plan effective standards-based lessons that incorporate the high impact instructional strategies learned during focused PD (coplanning occurs twice per week).

Person Responsible

Chuck Thacker

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Lesson plans (OneDrive), Sign In Sheets, Observations of planning and instruction

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

SBI will be addressed during pre-planning as teachers unpack the standards prior to arriving to the coplanning session using the school's pre-planning tool. Brief discussions will take place at the start of the first coplanning session of the unit/module to develop a common understanding of the standard(s).
From there, teachers will engage in conversations regarding how the standard(s) will be assessed throughout the lesson as well as the strategies that will be used to teach the standards. Coaches and Admin will help teachers incorporate strategies and tasks that yield critical thinking and accountable talk, which is the school's instructional focus.

Person Responsible

Chuck Thacker

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Lesson plans (OneDrive), Observations of planning and instruction, Coplanning minutes/ sign in sheet

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

The Academic Leadership Team (Administrators, Coaches, and Interventionists) will meet weekly to discuss trends/patterns observed during coplanning work sessions and during classroom observations to ensure alignment between standards, lesson plans, and student work.

Person Responsible

Chuck Thacker

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Meeting agendas/minutes, sign in sheet, observations

G1.B1.S2 Monitor teaching and learning daily 4

Strategy Rationale

S202923

Monitoring is the only way to know what is happening in the classrooms

Action Step 1 5

School leaders will conduct classroom observations daily and provide teachers with specific, actionable feedback within 24 hours of the observation using the appropriate feedback tool. During the first few weeks following PD, coaches and admin will offer non-evaluative feedback regarding SBI and the instructional focus (CT questions and accountable talk). By doing so, teachers are encouraged to try new practices without fear of being judged or evaluated too quickly as they learn to incorporate new strategies.

Person Responsible

Chuck Thacker

Schedule

Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion

Observations, Evaluations, Observation Schedules (see attached)

Action Step 2 5

Observe classrooms in teams for the first 4 weeks to calibrate ratings and feedback amongst administrators and coaches.

Person Responsible

Chuck Thacker

Schedule

Daily, from 8/24/2015 to 9/25/2015

Evidence of Completion

Conversations, Feedback forms

Action Step 3 `5`

Reading and Math Interventionists will work with struggling (at-risk) students in Reading and Mathematics to ensure they have the supports needed to achieve.

Person Responsible

Chuck Thacker

Schedule

Daily, from 8/17/2015 to 8/17/2016

Evidence of Completion

Academic Referrals, Interventionist Logs, Progress Monitoring/Tracking for these students

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

Principal will create quarterly walkthrough schedules as well as weekly walkthrough schedules for Administration.

Person Responsible

Chuck Thacker

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Observation Schedule

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

Academic Leadership Team will meet weekly to discuss trends/patterns emerging from observational data collected

Person Responsible

Chuck Thacker

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

ALT Meeting Agendas, Sign In Sheets, Observational Data (Journeys)

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

School leaders will analyze observational data using the Journey evaluation system to determine if instructional practices are improving as well as collect student work samples to determine if the quality of student work is improving. School leaders will also collect school wide data with an emphasis on SBI, CT, and Accountable Talk and then engage teachers in reflective conversations regarding the patterns/trends that are evident in an effort to identify next steps for continuous improvement.

Person Responsible

Chuck Thacker

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Observational Data (Journeys), Student Work Samples, Grades, Progress Monitoring

G1.B1.S3 Increase teachers' knowledge base of standards-based instruction and high impact instructional practices through differentiated, focused, and relevant 4

S202924

Strategy Rationale

Instructional support is needed to ensure high-effect practices are being used in the classroom and that standards-based instruction is being delivered

Action Step 1 5

The Academic Leadership Team will establish a year-long focus on critical thinking/questioning and accountable talk. The Principal will clearly define the school-wide instructional focus - using strategies that promote higher order thinking and discussions within the context of standards-based instruction.

Person Responsible

Chuck Thacker

Schedule

Weekly, from 8/24/2015 to 6/2/2016

Evidence of Completion

ALT Meeting Agendas / Minutes, Sign In Sheets, PD calendar, PD Planning Forms & Follow-Up Activities, PD handouts / materials, PD Agendas

Action Step 2 `5`

Develop and facilitate a series of workshops on critical thinking/questioning and accountable talk

Person Responsible

Sandra Sackett

Schedule

Monthly, from 10/5/2015 to 1/13/2016

Evidence of Completion

PD materials, powerpoints, handouts, sign in sheet

Action Step 3 `5`

Instructional coaches will facilitate coplanning twice per week with core content areas (Reading, ELA, Math, Science, Social Studies) [copy]

Person Responsible

Chuck Thacker

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Lesson plans (OneDrive), Sign In Sheets, Observations / Conversations

Action Step 4 `5`

School leaders will conduct classroom observations daily and provide teachers with specific, actionable feedback within 24 hours of the observation using the appropriate feedback tool. [copy]

Person Responsible

Chuck Thacker

Schedule

Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion

Observations, Evaluations, Observation Schedules (see attached)

Action Step 5 `5`

School leaders will empower teacher leaders by establishing a faculty senate that is dedicated to ensuring the school's mission and vision is fulfilled. Teacher leaders will participate in additional professional development offered by the district and bring their learning back to their team members.

Person Responsible

Chuck Thacker

Schedule

Monthly, from 7/1/2015 to 6/2/2016

Evidence of Completion

Meeting Agendas, Sign In Sheets, PD materials and follow-up activities

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

The Principal will lead and participate in the PD sessions. The Principal along with the Assistant Principals and Instructional Coaches will monitor and support coplanning activities at least twice per week in the core academic areas to ensure standards-based instruction with the use of high impact practices such as critical thinking questions and accountable talk. The team will also perform classroom walkthroughs, both non-evaluative and evaluative, to offer support to teachers and specific, actionable feedback to improve their practice as it relates to the delivery of SBI and the incorporation of critical thinking questions and accountable talk.

Person Responsible

Chuck Thacker

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

PD materials, Sign In Sheets, Walkthrough data from classroom observations, Coplanning logs/minutes, Lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

The Principal, APs, and Coaches will analyze classroom walkthrough data to determine if progress is being made toward the goal of delivering SBI and the use of CT questioning and accountable talk strategies. Analyze student achievement data that is being collected through the school/district progress monitoring system.

Person Responsible

Chuck Thacker

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Classroom walkthrough data, progress monitoring results

G1.B1.S4 Provide additional planning time for core content areas `4`

`S202925`

Strategy Rationale

Additional planning time is needed for these areas to collaborate and learn together

Action Step 1 `5`

Provide core content area teachers with additional planning time by paying for substitutes once per semester

Person Responsible

Chuck Thacker

Schedule

Semiannually, from 9/1/2015 to 5/1/2016

Evidence of Completion

Title 1 planning logs, lesson plans

G1.B2 Student motivation/mindset 2

🔍 B191445

G1.B2.S1 Students will engage in lessons designed to help them develop a growth mindset and positive attitude toward learning. 4

🔍 S202926

Strategy Rationale

Several students lack the belief that they are capable of academic achievement and lack a support system outside of school.

Action Step 1 5

Develop an alternate bell schedule to allow for a 28-minute motivational lesson once per month.

Person Responsible

Chuck Thacker

Schedule

On 8/14/2015

Evidence of Completion

Bell Schedule (see attachment)

Action Step 2 5

Develop the lesson plans for Motivational Mondays

Person Responsible

Sandra Sackett

Schedule

Weekly, from 8/31/2015 to 5/30/2016

Evidence of Completion

Lesson Plans for Motivational Mondays

Action Step 3 5

Members of the school leadership team will mentor 3-5 at-risk students

> **Person Responsible**
>
> Chuck Thacker
>
> **Schedule**
>
> Weekly, from 11/2/2015 to 6/9/2016
>
> *Evidence of Completion*
>
> Weekly reports from leadership team during team meetings

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

Leadership team will perform walkthroughs during the Motivational Monday lessons to ensure they are being taught

> **Person Responsible**
>
> Chuck Thacker
>
> **Schedule**
>
> Weekly, from 8/31/2015 to 5/30/2016
>
> *Evidence of Completion*
>
> Observations

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

School leaders will monitor attendance rates, grades, and discipline referrals to determine if motivational lessons are having an impact on mindset/motivation.

> **Person Responsible**
>
> Chuck Thacker
>
> **Schedule**
>
> Weekly, from 8/31/2015 to 5/30/2016
>
> *Evidence of Completion*
>
> Attendance, Grades, Discipline Referrals, Student Surveys / Conversations w/ Admin

G1.B2.S2 The school will provide students with incentives and increased opportunities to get involved.
4

Strategy Rationale

S202927

Rewarding students for achieving success, large and small, will reinforce a positive mindset.

Action Step 1 5

Form a PBS committee

Person Responsible

Chuck Thacker

Schedule

On 8/19/2015

Evidence of Completion

Committee Membership Form

Action Step 2 5

PBS Committee meets weekly to monitor data and to plan incentives for students

Person Responsible

Keith Bonney

Schedule

Weekly, from 8/26/2015 to 6/1/2016

Evidence of Completion

Meeting agenda, sign in sheet, minutes

Action Step 3 5

Increase # of club and sports offered at LAAMS

Person Responsible

Keith Bonney

Schedule

On 8/31/2015

Evidence of Completion

List of clubs/sports offered

Action Step 4 5

Increase participation in clubs / sports through Club Rush and Monthly Club Days

Person Responsible

Keith Bonney

Schedule

Monthly, from 9/18/2015 to 5/31/2016

Evidence of Completion

Club sign in sheets, club membership, club activities, club day schedule, sports schedule / participation

Action Step 5 5

Establish a council of student leaders dedicated to establishing a culture of positive change ("Students About Change") - monthly meetings with the Principal

Person Responsible

Chuck Thacker

Schedule

Monthly, from 9/18/2015 to 6/1/2016

Evidence of Completion

Principal will conduct monthly meetings with student leaders, agenda / minutes, sign in sheet

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Leadership team will monitor club meetings on club meeting days and meet regularly with club sponsors and coaches to discuss continuous improvement

Person Responsible

Chuck Thacker

Schedule

Monthly, from 8/19/2015 to 6/1/2016

Evidence of Completion

Observations, Club agendas / minutes, Club sponsor meetings

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

School leaders will monitor grades, attendance rates, and number of discipline referrals to determine if increase student involvement and student incentives are having an effect on participation and achievement

Person Responsible

Chuck Thacker

Schedule

Biweekly, from 8/19/2015 to 6/1/2016

Evidence of Completion

Grades, Attendance, Discipline Referrals, Student Surveys / Conversations, Progress Monitoring Results

G1.B2.S3 Reduce student misconduct to keep students in class and maximize instructional time for all students. `4`

🔑 S202928

Strategy Rationale

Reducing the amount of time lost out of class due to behavior will increase student achievement.

Action Step 1 `5`

Hire a Behavior Interventionist that works with students to replace undesirable behaviors with desirable behaviors (behavior modification strategies)

Person Responsible

Chuck Thacker

Schedule

On 8/14/2015

Evidence of Completion

Staffing plan

Action Step 2 `5`

Establish a Behavior Intervention Center ("Choice Room")

Person Responsible

Chuck Thacker

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Choice Room Procedures, Logs

Action Step 3 `5`

Hold weekly PBS / Discipline meetings to identify successes and problems and adjust policies as needed

Person Responsible

Keith Bonney

Schedule

Weekly, from 8/26/2015 to 6/1/2016

Evidence of Completion

Meeting agendas / minutes, sign in sheets

Action Step 4 `5`

Meet with students by grade level to review expectations for the school year

Person Responsible

Chuck Thacker

Schedule

On 9/3/2015

Evidence of Completion

Powerpoint (see attachment)

Action Step 5 `5`

Train staff on school-wide behavior management system

Person Responsible

Keith Bonney

Schedule

On 8/19/2015

Evidence of Completion

Meeting agenda / handouts, sign in sheet

Action Step 6 `5`

Blitz classrooms several times per day to increase visibility / accessibility for teacher and students and prevent potential problems before they occur

Person Responsible

Keith Bonney

Schedule

Daily, from 8/24/2015 to 6/2/2016

Evidence of Completion

Blitz zones (see attachment)

Plan to Monitor Fidelity of Implementation of G1.B2.S3 `6`

School leaders will discuss implementation of the behavior management system at weekly PBS / Discipline meetings

Person Responsible

Keith Bonney

Schedule

Weekly, from 8/26/2015 to 9/21/2015

Evidence of Completion

Meeting agenda, minutes, sign in sheet

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

School leaders will analyze school-wide behavioral data

Person Responsible

Keith Bonney

Schedule

Weekly, from 8/26/2015 to 6/1/2016

Evidence of Completion

Discipline Referrals, Choice Room Attendance, ISS/OSS days

G1.B3 Teacher retention / turnover `2`

🔍 B191446

G1.B3.S1 Recruit and hire certified instructional staff `4`

🔍 S202929

Strategy Rationale

A qualified teaching staff is essential to student success

Action Step 1 `5`

Work closely with the Office of Recruitment to recruit certified teachers

Person Responsible

Chuck Thacker

Schedule

Daily, from 7/1/2015 to 8/14/2015

Evidence of Completion

Emails, Meetings, Conversations, # of Vacancies

Action Step 2 `5`

Use social media and school website to advertise vacancies

Person Responsible

Chuck Thacker

Schedule

Weekly, from 7/1/2015 to 8/14/2015

Evidence of Completion

Advertisements

Action Step 3 `5`

Interview applicants as a committee using targeted selection to allow for multiple perspectives during the selection process

Person Responsible

Chuck Thacker

Schedule

Daily, from 7/1/2015 to 8/31/2016

Evidence of Completion

Interview questions, Interview Appointments and Attendees

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

Weekly communication will take place between school-based leadership and district leadership regarding vacancies that exist and potential applicants. A weekly interview schedule will be maintained by the Principal. All information will be input into the RHS system.

Person Responsible

Chuck Thacker

Schedule

Weekly, from 7/1/2015 to 8/31/2015

Evidence of Completion

Interview Schedule, Emails, RHS documentation

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

The Principal and Assistant Principal will monitor the number of vacancies daily and vigorously and actively pursue all leads for unfilled positions.

Person Responsible

Chuck Thacker

Schedule

Daily, from 7/1/2015 to 8/31/2015

Evidence of Completion

of Vacancies

G1.B3.S2 Retain certified instructional staff `4`

🔍 S202930

Strategy Rationale

A stable teaching staff is essential to student success

Action Step 1 `5`

Develop a New Teacher Orientation program at the school level

Person Responsible

Sandra Sackett

Schedule

On 8/14/2015

Evidence of Completion

New Teacher Orientation Agenda, Materials, Sign In Sheet

Action Step 2 `5`

School leaders will hold monthly new teacher meetings to check on progress and needs

Person Responsible

Chuck Thacker

Schedule

Monthly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Agendas, Minutes, Sign In Sheets, Meeting Materials, Conversations / Dialogue

Action Step 3 `5`

Every teacher new to the school will be assigned a mentor who they can go to with questions, ideas, or needs. Mentors will meet with new teachers at least once per month.

Person Responsible

Sandra Sackett

Schedule

Monthly, from 8/14/2015 to 5/31/2016

Evidence of Completion

Mentor Assignments, Meeting logs

Action Step 4 `5`

Ensure new teachers meet certification deadlines to stay in compliance for HQ status

Person Responsible

Sandra Sackett

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Certification compliance letters, meeting notes, emails

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

School leaders will collect mentoring logs from mentors each month to ensure that meetings are taking place.

Person Responsible

Sandra Sackett

Schedule

Monthly, from 8/14/2015 to 5/31/2016

Evidence of Completion

Mentoring logs, Meeting agendas, sign in sheets, meeting materials, conversations

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

School leaders will monitor the number of vacancies throughout the year as well as the attendance of all new hires to determine effectiveness.

Person Responsible

Chuck Thacker

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

of Vacancies, Staff Attendance, Conversations with New Teachers and Mentors

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	Build collaborative planning time into the master schedule by content area and grade level	Sackett, Sandra	8/17/2015	Master Schedule	6/2/2016 weekly
G1.B1.S2.A1	School leaders will conduct classroom observations daily and provide teachers with specific, actionable feedback within 24 hours of the observation using the appropriate feedback tool. During the first few weeks following PD, coaches and admin will offer non-evaluative feedback regarding SBI and the instructional focus (CT questions and accountable talk). By doing so, teachers are encouraged to try new practices without fear of being judged or	Thacker, Chuck	8/24/2015	Observations, Evaluations, Observation Schedules (see attached)	6/2/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	evaluated too quickly as they learn to incorporate new strategies.				
G1.B1.S3.A1	The Academic Leadership Team will establish a year-long focus on critical thinking/questioning and accountable talk. The Principal will clearly define the school-wide instructional focus - using strategies that promote higher order thinking and discussions within the context of standards-based instruction.	Thacker, Chuck	8/24/2015	ALT Meeting Agendas / Minutes, Sign In Sheets, PD calendar, PD Planning Forms & Follow-Up Activities, PD handouts / materials, PD Agendas	6/2/2016 weekly
G1.B1.S4.A1	Provide core content area teachers with additional planning time by paying for substitutes once per semester	Thacker, Chuck	9/1/2015	Title 1 planning logs, lesson plans	5/1/2016 semiannually
G1.B2.S1.A1	Develop an alternate bell schedule to allow for a 28-minute motivational lesson once per month.	Thacker, Chuck	8/1/2015	Bell Schedule (see attachment)	8/14/2015 one-time
G1.B2.S2.A1	Form a PBS committee	Thacker, Chuck	8/19/2015	Committee Membership Form	8/19/2015 one-time
G1.B2.S3.A1	Hire a Behavior Interventionist that works with students to replace undesirable behaviors with desirable behaviors (behavior modification strategies)	Thacker, Chuck	7/27/2015	Staffing plan	8/14/2015 one-time
G1.B3.S1.A1	Work closely with the Office of Recruitment to recruit certified teachers	Thacker, Chuck	7/1/2015	Emails, Meetings, Conversations, # of Vacancies	8/14/2015 daily
G1.B3.S2.A1	Develop a New Teacher Orientation program at the school level	Sackett, Sandra	8/14/2015	New Teacher Orientation Agenda, Materials, Sign In Sheet	8/14/2015 one-time
G1.B1.S1.A2	Establish expectations for planning, teaching, and learning during week 1 for teachers	Thacker, Chuck	8/19/2015	Sign in sheet, Powerpoint (see attached)	8/19/2015 one-time
G1.B1.S2.A2	Observe classrooms in teams for the first 4 weeks to calibrate ratings and feedback amongst administrators and coaches.	Thacker, Chuck	8/24/2015	Conversations, Feedback forms	9/25/2015 daily
G1.B1.S3.A2	Develop and facilitate a series of workshops on critical thinking/ questioning and accountable talk	Sackett, Sandra	10/5/2015	PD materials, powerpoints, handouts, sign in sheet	1/13/2016 monthly
G1.B2.S1.A2	Develop the lesson plans for Motivational Mondays	Sackett, Sandra	8/31/2015	Lesson Plans for Motivational Mondays	5/30/2016 weekly
G1.B2.S2.A2	PBS Committee meets weekly to monitor data and to plan incentives for students	Bonney, Keith	8/26/2015	Meeting agenda, sign in sheet, minutes	6/1/2016 weekly
G1.B2.S3.A2	Establish a Behavior Intervention Center ("Choice Room")	Thacker, Chuck	8/17/2015	Choice Room Procedures, Logs	6/2/2016 daily
G1.B3.S1.A2	Use social media and school website to advertise vacancies	Thacker, Chuck	7/1/2015	Advertisements	8/14/2015 weekly
G1.B3.S2.A2	School leaders will hold monthly new teacher meetings to check on progress and needs	Thacker, Chuck	8/17/2015	Agendas, Minutes, Sign In Sheets, Meeting Materials, Conversations / Dialogue	5/31/2016 monthly
G1.B1.S1.A3	Teachers will pre-plan and then collaboratively plan effective standards-based lessons that incorporate the high impact instructional strategies learned during focused PD (coplanning occurs twice per week).	Thacker, Chuck	8/17/2015	Lesson plans (OneDrive), Sign In Sheets, Observations of planning and instruction	6/2/2016 weekly
G1.B1.S2.A3	Reading and Math Interventionists will work with struggling (at-risk) students in Reading and Mathematics to ensure they have the supports needed to achieve.	Thacker, Chuck	8/17/2015	Academic Referrals, Interventionist Logs, Progress Monitoring/Tracking for these students	8/17/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S3.A3	Instructional coaches will facilitate coplanning twice per week with core content areas (Reading, ELA, Math, Science, Social Studies) [copy]	Thacker, Chuck	8/17/2015	Lesson plans (OneDrive), Sign In Sheets, Observations / Conversations	6/2/2016 weekly
G1.B2.S1.A3	Members of the school leadership team will mentor 3-5 at-risk students	Thacker, Chuck	11/2/2015	Weekly reports from leadership team during team meetings	6/9/2016 weekly
G1.B2.S2.A3	Increase # of club and sports offered at LAAMS	Bonney, Keith	8/19/2015	List of clubs/sports offered	8/31/2015 one-time
G1.B2.S3.A3	Hold weekly PBS / Discipline meetings to identify successes and problems and adjust policies as needed	Bonney, Keith	8/26/2015	Meeting agendas / minutes, sign in sheets	6/1/2016 weekly
G1.B3.S1.A3	Interview applicants as a committee using targeted selection to allow for multiple perspectives during the selection process	Thacker, Chuck	7/1/2015	Interview questions, Interview Appointments and Attendees	8/31/2016 daily
G1.B3.S2.A3	Every teacher new to the school will be assigned a mentor who they can go to with questions, ideas, or needs. Mentors will meet with new teachers at least once per month.	Sackett, Sandra	8/14/2015	Mentor Assignments, Meeting logs	5/31/2016 monthly
G1.B1.S3.A4	School leaders will conduct classroom observations daily and provide teachers with specific, actionable feedback within 24 hours of the observation using the appropriate feedback tool. [copy]	Thacker, Chuck	8/24/2015	Observations, Evaluations, Observation Schedules (see attached)	6/2/2016 daily
G1.B2.S2.A4	Increase participation in clubs / sports through Club Rush and Monthly Club Days	Bonney, Keith	9/18/2015	Club sign in sheets, club membership, club activities, club day schedule, sports schedule / participation	5/31/2016 monthly
G1.B2.S3.A4	Meet with students by grade level to review expectations for the school year	Thacker, Chuck	9/3/2015	Powerpoint (see attachment)	9/3/2015 one-time
G1.B3.S2.A4	Ensure new teachers meet certification deadlines to stay in compliance for HQ status	Sackett, Sandra	8/17/2015	Certification compliance letters, meeting notes, emails	6/2/2016 monthly
G1.B1.S3.A5	School leaders will empower teacher leaders by establishing a faculty senate that is dedicated to ensuring the school's mission and vision is fulfilled. Teacher leaders will participate in additional professional development offered by the district and bring their learning back to their team members.	Thacker, Chuck	7/1/2015	Meeting Agendas, Sign In Sheets, PD materials and follow-up activities	6/2/2016 monthly
G1.B2.S2.A5	Establish a council of student leaders dedicated to establishing a culture of positive change ("Students About Change") - monthly meetings with the Principal	Thacker, Chuck	9/18/2015	Principal will conduct monthly meetings with student leaders, agenda / minutes, sign in sheet	6/1/2016 monthly
G1.B2.S3.A5	Train staff on school-wide behavior management system	Bonney, Keith	8/19/2015	Meeting agenda / handouts, sign in sheet	8/19/2015 one-time
G1.B2.S3.A6	Blitz classrooms several times per day to increase visibility / accessibility for teacher and students and prevent potential problems before they occur	Bonney, Keith	8/24/2015	Blitz zones (see attachment)	6/2/2016 daily
G1.MA1	Progress monitoring will occur in each of the core content areas as students engage in formative/summative assessments. The Academic Leadership Team will analyze the results as soon as they become available to determine strengths and weaknesses and, more importantly, to focus intervention toward identified needs.	Thacker, Chuck	9/1/2015	State assessments, district assessments, school assessments, course grades	6/2/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA2	The Academic Leadership Team will work with teachers on a daily basis to ensure students are engaged in rigorous, relevant work that will improve their achievement in reading, writing, mathematics, science, and civics. This will be accomplished through daily classroom observations and feedback processes, coaching, coplanning, and reviewing student work samples together.	Thacker, Chuck	8/24/2015	Student Work Samples, Classroom Observations	6/2/2016 daily
G1.B1.S1.MA1	The Academic Leadership Team (Administrators, Coaches, and Interventionists) will meet weekly to discuss trends/patterns observed during coplanning work sessions and during classroom observations to ensure alignment between standards, lesson plans, and student work.	Thacker, Chuck	8/17/2015	Meeting agendas/minutes, sign in sheet, observations	6/2/2016 weekly
G1.B1.S1.MA1	SBI will be addressed during pre-planning as teachers unpack the standards prior to arriving to the coplanning session using the school's pre-planning tool. Brief discussions will take place at the start of the first coplanning session of the unit/module to develop a common understanding of the standard(s). From there, teachers will engage in conversations regarding how the standard(s) will be assessed throughout the lesson as well as the strategies that will be used to teach the standards. Coaches and Admin will help teachers incorporate strategies and tasks that yield critical thinking and accountable talk, which is the school's instructional focus.	Thacker, Chuck	8/17/2015	Lesson plans (OneDrive), Observations of planning and instruction, Coplanning minutes/sign in sheet	6/2/2016 weekly
G1.B2.S1.MA1	School leaders will monitor attendance rates, grades, and discipline referrals to determine if motivational lessons are having an impact on mindset/ motivation.	Thacker, Chuck	8/31/2015	Attendance, Grades, Discipline Referrals, Student Surveys / Conversations w/ Admin	5/30/2016 weekly
G1.B2.S1.MA1	Leadership team will perform walkthroughs during the Motivational Monday lessons to ensure they are being taught	Thacker, Chuck	8/31/2015	Observations	5/30/2016 weekly
G1.B3.S1.MA1	The Principal and Assistant Principal will monitor the number of vacancies daily and vigorously and actively pursue all leads for unfilled positions.	Thacker, Chuck	7/1/2015	# of Vacancies	8/31/2015 daily
G1.B3.S1.MA1	Weekly communication will take place between school-based leadership and district leadership regarding vacancies that exist and potential applicants. A weekly interview schedule will be maintained by the Principal. All information will be input into the RHS system.	Thacker, Chuck	7/1/2015	Interview Schedule, Emails, RHS documentation	8/31/2015 weekly
G1.B1.S2.MA1	School leaders will analyze observational data using the Journey evaluation system to determine if instructional practices are improving as well as collect student work samples to determine if the quality of student work is improving. School leaders will also	Thacker, Chuck	8/17/2015	Observational Data (Journeys), Student Work Samples, Grades, Progress Monitoring	6/2/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	collect school wide data with an emphasis on SBI, CT, and Accountable Talk and then engage teachers in reflective conversations regarding the patterns/trends that are evident in an effort to identify next steps for continuous improvement.				
G1.B1.S2.MA1	Principal will create quarterly walkthrough schedules as well as weekly walkthrough schedules for Administration.	Thacker, Chuck	8/17/2015	Observation Schedule	6/2/2016 weekly
G1.B1.S2.MA2	Academic Leadership Team will meet weekly to discuss trends/patterns emerging from observational data collected	Thacker, Chuck	8/17/2015	ALT Meeting Agendas, Sign In Sheets, Observational Data (Journeys)	6/2/2016 weekly
G1.B2.S2.MA1	School leaders will monitor grades, attendance rates, and number of discipline referrals to determine if increase student involvement and student incentives are having an effect on participation and achievement	Thacker, Chuck	8/19/2015	Grades, Attendance, Discipline Referrals, Student Surveys / Conversations, Progress Monitoring Results	6/1/2016 biweekly
G1.B2.S2.MA1	Leadership team will monitor club meetings on club meeting days and meet regularly with club sponsors and coaches to discuss continuous improvement	Thacker, Chuck	8/19/2015	Observations, Club agendas / minutes, Club sponsor meetings	6/1/2016 monthly
G1.B3.S2.MA1	School leaders will monitor the number of vacancies throughout the year as well as the attendance of all new hires to determine effectiveness.	Thacker, Chuck	8/17/2015	# of Vacancies, Staff Attendance, Conversations with New Teachers and Mentors	6/2/2016 monthly
G1.B3.S2.MA1	School leaders will collect mentoring logs from mentors each month to ensure that meetings are taking place.	Sackett, Sandra	8/14/2015	Mentoring logs, Meeting agendas, sign in sheets, meeting materials, conversations	5/31/2016 monthly
G1.B1.S3.MA1	The Principal, APs, and Coaches will analyze classroom walkthrough data to determine if progress is being made toward the goal of delivering SBI and the use of CT questioning and accountable talk strategies. Analyze student achievement data that is being collected through the school/district progress monitoring system.	Thacker, Chuck	8/24/2015	Classroom walkthrough data, progress monitoring results	6/9/2016 weekly
G1.B1.S3.MA1	The Principal will lead and participate in the PD sessions. The Principal along with the Assistant Principals and Instructional Coaches will monitor and support coplanning activities at least twice per week in the core academic areas to ensure standards-based instruction with the use of high impact practices such as critical thinking questions and accountable talk. The team will also perform classroom walkthroughs, both non-evaluative and evaluative, to offer support to teachers and specific, actionable feedback to improve their practice as it relates to the delivery of SBI and the incorporation of critical thinking questions and accountable talk.	Thacker, Chuck	8/24/2015	PD materials, Sign In Sheets, Walkthrough data from classroom observations, Coplanning logs/minutes, Lesson plans	6/9/2016 weekly
G1.B2.S3.MA1	School leaders will analyze school-wide behavioral data	Bonney, Keith	8/26/2015	Discipline Referrals, Choice Room Attendance, ISS/OSS days	6/1/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S3.MA1	School leaders will discuss implementation of the behavior management system at weekly PBS / Discipline meetings	Bonney, Keith	8/26/2015	Meeting agenda, minutes, sign in sheet	9/21/2015 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.

G1. The SBLT will plan, develop, and facilitate differentiated, relevant, and focused professional development that is sustained through practice, support, and actionable feedback to teachers with monitoring in order to increase effective planning and delivery of standards-based instruction.

G1.B1 Lack of knowledge of SBI and high impact instructional practices

G1.B1.S3 Increase teachers' knowledge base of standards-based instruction and high impact instructional practices through differentiated, focused, and relevant

PD Opportunity 1

The Academic Leadership Team will establish a year-long focus on critical thinking/questioning and accountable talk. The Principal will clearly define the school-wide instructional focus - using strategies that promote higher order thinking and discussions within the context of standards-based instruction.

Facilitator

Academic Leadership Team

Participants

Varies depending on the identified needs

Schedule

Weekly, from 8/24/2015 to 6/2/2016

PD Opportunity 2

Develop and facilitate a series of workshops on critical thinking/questioning and accountable talk

Facilitator

Academic Leadership Team (Thacker, Sackett, Greenlee, Crumley, Gaymont)

Participants

All Teachers & Instructional Paras

Schedule

Monthly, from 10/5/2015 to 1/13/2016

PD Opportunity 3

School leaders will empower teacher leaders by establishing a faculty senate that is dedicated to ensuring the school's mission and vision is fulfilled. Teacher leaders will participate in additional professional development offered by the district and bring their learning back to their team members.

Facilitator

District Staff

Participants

Teacher Leaders in Core Content Areas (TLC Academy)

Schedule

Monthly, from 7/1/2015 to 6/2/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Build collaborative planning time into the master schedule by content area and grade level				$0.00
2	G1.B1.S1.A2	Establish expectations for planning, teaching, and learning during week 1 for teachers				$0.00
3	G1.B1.S1.A3	Teachers will pre-plan and then collaboratively plan effective standards-based lessons that incorporate the high impact instructional strategies learned during focused PD (coplanning occurs twice per week).				$0.00
4	G1.B1.S2.A1	School leaders will conduct classroom observations daily and provide teachers with specific, actionable feedback within 24 hours of the observation using the appropriate feedback tool. During the first few weeks following PD, coaches and admin will offer non-evaluative feedback regarding SBI and the instructional focus (CT questions and accountable talk). By doing so, teachers are encouraged to try new practices without fear of being judged or evaluated too quickly as they learn to incorporate new strategies.				$0.00
5	G1.B1.S2.A2	Observe classrooms in teams for the first 4 weeks to calibrate ratings and feedback amongst administrators and coaches.				$0.00
6	G1.B1.S2.A3	Reading and Math Interventionists will work with struggling (at-risk) students in Reading and Mathematics to ensure they have the supports needed to achieve.				$100,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1662 - Lake Alfred Addair Middle School	Title I Part A		$100,000.00
7	G1.B1.S3.A1	The Academic Leadership Team will establish a year-long focus on critical thinking/questioning and accountable talk. The Principal will clearly define the school-wide instructional focus - using strategies that promote higher order thinking and discussions within the context of standards-based instruction.				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1662 - Lake Alfred Addair Middle School	Title I Part A		$10,000.00
8	G1.B1.S3.A2	Develop and facilitate a series of workshops on critical thinking/questioning and accountable talk				$0.00
9	G1.B1.S3.A3	Instructional coaches will facilitate coplanning twice per week with core content areas (Reading, ELA, Math, Science, Social Studies) [copy]				$0.00
10	G1.B1.S3.A4	School leaders will conduct classroom observations daily and provide teachers with specific, actionable feedback within 24 hours of the observation using the appropriate feedback tool. [copy]				$0.00

Budget Data

11	G1.B1.S3.A5	School leaders will empower teacher leaders by establishing a faculty senate that is dedicated to ensuring the school's mission and vision is fulfilled. Teacher leaders will participate in additional professional development offered by the district and bring their learning back to their team members.				$0.00
12	G1.B1.S4.A1	Provide core content area teachers with additional planning time by paying for substitutes once per semester				$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1662 - Lake Alfred Addair Middle School	Title I Part A		$20,000.00
			Notes: Core content area coplanning - ELA, Reading, Math, Science, Social Studies			
13	G1.B2.S1.A1	Develop an alternate bell schedule to allow for a 28-minute motivational lesson once per month.				$0.00
14	G1.B2.S1.A2	Develop the lesson plans for Motivational Mondays				$0.00
15	G1.B2.S1.A3	Members of the school leadership team will mentor 3-5 at-risk students				$0.00
16	G1.B2.S2.A1	Form a PBS committee				$0.00
17	G1.B2.S2.A2	PBS Committee meets weekly to monitor data and to plan incentives for students				$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1662 - Lake Alfred Addair Middle School	General Fund		$5,000.00
18	G1.B2.S2.A3	Increase # of club and sports offered at LAAMS				$0.00
19	G1.B2.S2.A4	Increase participation in clubs / sports through Club Rush and Monthly Club Days				$0.00
20	G1.B2.S2.A5	Establish a council of student leaders dedicated to establishing a culture of positive change ("Students About Change") - monthly meetings with the Principal				$0.00
21	G1.B2.S3.A1	Hire a Behavior Interventionist that works with students to replace undesirable behaviors with desirable behaviors (behavior modification strategies)				$50,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1662 - Lake Alfred Addair Middle School	Title I Part A		$50,000.00
			Notes: Human Resource - Behavior Interventionist			
22	G1.B2.S3.A2	Establish a Behavior Intervention Center ("Choice Room")				$0.00
23	G1.B2.S3.A3	Hold weekly PBS / Discipline meetings to identify successes and problems and adjust policies as needed				$0.00

Budget Data

24	G1.B2.S3.A4	Meet with students by grade level to review expectations for the school year	$0.00
25	G1.B2.S3.A5	Train staff on school-wide behavior management system	$0.00
26	G1.B2.S3.A6	Blitz classrooms several times per day to increase visibility / accessibility for teacher and students and prevent potential problems before they occur	$0.00
27	G1.B3.S1.A1	Work closely with the Office of Recruitment to recruit certified teachers	$0.00
28	G1.B3.S1.A2	Use social media and school website to advertise vacancies	$0.00
29	G1.B3.S1.A3	Interview applicants as a committee using targeted selection to allow for multiple perspectives during the selection process	$0.00
30	G1.B3.S2.A1	Develop a New Teacher Orientation program at the school level	$0.00
31	G1.B3.S2.A2	School leaders will hold monthly new teacher meetings to check on progress and needs	$0.00
32	G1.B3.S2.A3	Every teacher new to the school will be assigned a mentor who they can go to with questions, ideas, or needs. Mentors will meet with new teachers at least once per month.	$0.00
33	G1.B3.S2.A4	Ensure new teachers meet certification deadlines to stay in compliance for HQ status	$0.00
		Total:	$185,000.00