



## Lake Alfred Elementary School

550 CUMMINGS ST E, Lake Alfred, FL 33850

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

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	64%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	63%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	B*	C	C	B

*\*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>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The staff at Lake Alfred Elementary believes that all students will reach their potential and achieve excellence.

##### **Provide the school's vision statement**

Vision:

Lake Alfred Elementary will provide highly effective instruction using best practices to increase student achievement.

Motto: "Learners Achieving Excellence - LAE"

#### School Environment

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

Monthly parent events are held that provide parents and students with content-related activities that are focused on building relationships with the school staff and families. Events are correlated through a content area focus and are specific to grade level needs.

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

A school-wide behavior plan has been created that encourages students to respect their peers and the staff. Students recite the School Pledge each morning to help them start their day off with a positive attitude. Teachers are encouraged to provide positive praise throughout the day. This helps students feel safe and respected on campus.

##### **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**

We use a modified version of Positive Behavior Support. Students are asked to follow certain expectations throughout the day. If a child misbehaves teachers use a variety of discipline procedures to correct the behavior. The level of discipline depends on the severity of the behavior. All staff are trained during pre-planning week at the beginning of the year. The Behavior Committee meets monthly to discuss the behaviors and suggest strategies to prevent future behaviors.

##### **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**

Social-emotional needs of students are met through a support system that is designed to provide conflict-resolution techniques and good decision making practices, purposed to equip the students with skills necessary to maintain acceptable behavior that is conducive to being a productive citizen and successful student.

#### 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**

Student attendance letters are generated on a weekly basis. After ten absences, meetings are scheduled with the school social worker. The school's behavior team discusses any students with one or more suspensions at monthly meetings and interventions are put in place. Students who are not scoring on grade level on state wide assessments are referred to the MTSS team and monitored for adequate progress.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12	10	6	6	6	8	48
One or more suspensions	0	0	0	1	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level	Total
	4	
Students exhibiting two or more indicators	1	1

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

Students who are not performing at grade level expectations receive interventions during the school day including IXL, Moby Max, and small group instruction. Additionally, students are given the opportunity to participate in tutoring before and after school for both reading and math. Those students listed on the early warning system are given top priority in placement.

**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/193529>.

**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**

We use our SAC committee and our PTO to assist us in reaching out to local businesses for donations. By using this method, we are able to elicit more support. Our leadership then also participates in community events such as the Chamber of Commerce Outreach Meetings. All donations are utilized for resources and materials to enhance and increase student achievement. We will work with the folks at the Mackay Estates (Gardens) to create curriculum designed to provide hands on science labs. Once established our students will do “walking” field trips to experience the gardens and all the learning it has to offer. Also, we will work with the volunteers at CenterState bank to provide specific tutoring to K-2 graders.

**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
Burkett, Matt	Principal
Wilson, Faye	Assistant Principal
Insua, Karie	Instructional Coach

**Duties**

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

The assistant principal monitors reading and math probes for progress monitoring. The reading/math coach provides accountability sheets to assist in tracking data. The reading/math coach ensures that each student in need of extra support (tutoring, supplemental interventions) are available for the student. The guidance counselor provides support in data trends and possible interventions along with teachers input.

***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***

Using current progress monitoring data, the lowest performing students are identified. Teachers use the data to drill down students’ needs and progress monitor through small group instruction and performance. The students’ performance is tracked with interventions on the Tier 2 plan every 4 weeks. Teachers document improvements and concerns through monthly data chats with leadership team. Leadership team provides support,(i.e. tutoring, small group instruction, and curriculum interventions). Title I funds will be used to fund the following:  
 Before and after school tutoring

To pay salaries for paraprofessionals, Title I Coordinator and Reading/Math Coach salary  
 Supplemental instructional support and materials  
 Tutors  
 professional development  
 Additional Para used for tutoring

**School Advisory Council (SAC)**

**Membership:**

Name	Stakeholder Group
Matt Burkett	Principal
Stacey Fountain	Business/Community
Faye Wilson	Education Support Employee
Jerry Renney	Parent
Debra Melton	Parent
Alison Middleton	Parent
Amy Pereira	Parent
Veronica Duskin	Teacher
Erica Clark	Education Support Employee
Aretha Sankey	Business/Community

**Duties**

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

*Evaluation of last year's school improvement plan*

The SAC committee reviews data trends from ongoing assessments and past FCAT/FSA data to evaluate the effectiveness of specific strategies being used to enhance instruction.

*Development of this school improvement plan*

SAC committee votes to prioritize community to school issues: curriculum concerns, safety concerns, and parent involvement. From this list of priorities, the committee discusses these in each meeting to meet the needs of the school.

*Preparation of the school's annual budget and plan*

The SAC committee reviews and approves various budget's with in the school.

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

All Lottery funds are utilized for technology and/or supplies and materials.

***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
Burkett, Matt	Principal
Wilson, Faye	Assistant Principal
Insua, Karie	Instructional Coach
Pringle, Brandyn	Instructional Coach

### Duties

#### ***Describe how the LLT promotes literacy within the school***

Literacy Coaches meet weekly with teachers to discuss planning for effective instruction. All teachers are expected to plan using grade level text. Teachers are trained on how to scaffold instruction for struggling readers.

## 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 are provided with common planning times where they work collaboratively on instructional plans. The school reading and math coaches work with the teachers on a weekly basis to plan for instruction of standards and provided support in areas where needed.

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

Provide quality professional development, provide instructional support, and promote high morale. Professional development is provided in-house based upon new initiatives adopted in the district, and needs evidenced as through classroom walk-throughs and teacher requests. Instructional support is provided through the reading and math coaches as needed according to the district initiatives and teacher needs. High morale among staff members is maintained by providing a constant and speedy system of support through administration, coaches and support staff. Teachers are recognized for the efforts and dedication to their students through newsletters, school announcements and faculty meetings.

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

New teachers are mentored primarily by their grade level chair due to common planning, shared goals, and professional learning communities. In addition, new teachers receive continuous support from the school-based reading and math coaches to discuss questions and concerns with instructional strategies.

## 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***

We utilize the Learning Maps provided by our District. The maps include the core instructional curriculum. These maps are aligned with the Florida Standards. Teachers are encouraged to utilize CPALMS for additional resources. In collaborative planning meetings, literacy coaches work with teachers on unpacking the standards.

### **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***

Teachers provide grade level common assessments for reading and math to their students. The results are recorded on Data Sheets. The leadership team meets with teachers on a monthly basis to review and discuss this data. During the meeting, strategies are provided to teachers to assist them with increasing student achievement. Intense Intervention Instruction (iii) during reading and math blocks. During this time, teachers and support staff work with below level students. An example of iii instruction is working with an individual or small group of students on a particular skill that they are lacking.

***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:** 5,400

Below level students will visit the computer lab in the morning for 30 minutes to work on math concepts for remediation and acceleration using the IXL program.

#### ***Strategy Rationale***

These students need additional time to practice their basic math skills.

#### ***Strategy Purpose(s)***

- Core Academic Instruction

#### ***Person(s) responsible for monitoring implementation of the strategy***

Pringle, Brandyn, brandyn.pringle@polk-fl.net

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

Attendance is taken daily to track students usage and progress. Reports from the program are pulled at the end of each week and analyzed to determine the progress of each student. For example, if a student is not making gains, we check the attendance record. If the student is in regular attendance, we pull the student off the program and work with him face-to-face.

**Strategy: After School Program**

**Minutes added to school year: 1,000**

Students are invited to participate in after-school reading and/or math based on their performance level.

**Strategy Rationale**

These students need additional time to practice skills they are lacking.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Pringle, Brandyn, brandyn.pringle@polk-fl.net

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

On-going progress monitoring will be used each week to determine the effectiveness of the tutoring program. Resources, materials, and strategies will be revised as needed.

**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**

Each year the school host Kindergarten round up where Pre –K students and parents come and visit the classrooms, meet the teachers, and participate in a brief screening so parents can see what areas they will need to review prior to entrance into Kindergarten. Our 5th grade students are provided an opportunity to tour and participate in activities at their feeder middle school for 1/2 a day.

**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**

NA

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

NA

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

NA

**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**

NA

## 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:

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#### 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.

NA

#### 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.

NA

## 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.** Teachers will plan collaboratively to implement highly effective math instruction using best practices to increase achievement.
- G2.** Teachers will plan collaboratively to implement highly effective reading instruction using best practices to increase achievement.
- G3.** Teachers will plan and implement highly effective science instruction using best practices to increase achievement.

## Strategic Goals Detail

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

**G1.** Teachers will plan collaboratively to implement highly effective math instruction using best practices to increase achievement. 1a

G074507

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	54.0
Math Gains	52.0

**Resources Available to Support the Goal** 2

- Common Core Go Math, IXL, Ten Marks and SuccessMaker software programs.

**Targeted Barriers to Achieving the Goal** 3

- Students lack basic math facts necessary for current instruction. Teachers not having the time to re-teach learning gaps in order for all students to use critical thinking and writing within the math content area.

**Plan to Monitor Progress Toward G1.** 8

District Module Assessments, CPALMS formative assessments, IBTP

**Person Responsible**

Karie Insua

**Schedule**

Weekly, from 8/24/2015 to 6/26/2016

**Evidence of Completion**

accountability spreadsheets, class walkthrough's

**Plan to Monitor Progress Toward G1.** 8

Lesson Plans and class observation data

**Person Responsible**

Faye Wilson

**Schedule**

Quarterly, from 10/1/2015 to 6/6/2016

**Evidence of Completion**

Student achievement data using progress monitoring assessments

**G2.** Teachers will plan collaboratively to implement highly effective reading instruction using best practices to increase achievement. 1a

G074508

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	71.0
ELA/Reading Lowest 25% Gains	74.0

**Resources Available to Support the Goal** 2

- Reading Wonders- Core Curriculum Wonder Works FAIR for progress monitoring and comparison to our district leveled readers SuccessMaker, standards recovery tutoring

**Targeted Barriers to Achieving the Goal** 3

- Lack of instructional time due to mandated assessments Limited understanding of vocabulary (affixes) leads to a lack of comprehension of grade level material. Limited mastery of foundational skills leads to a lack of comprehension of grade level material.

**Plan to Monitor Progress Toward G2.** 8

FAIR data, weekly assessments, unit assessments

**Person Responsible**

Karie Insua

**Schedule**

Quarterly, from 8/31/2015 to 6/6/2016

**Evidence of Completion**

student growth

**Plan to Monitor Progress Toward G2.** 8

IBTP, Fair , and end of unit

**Person Responsible**

Faye Wilson

**Schedule**

Quarterly, from 10/5/2015 to 6/6/2016

**Evidence of Completion**

Student achievement in on all assessments.

**G3. Teachers will plan and implement highly effective science instruction using best practices to increase achievement.** 1a

G074509

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	54.0

**Resources Available to Support the Goal** 2

- IBTP, CPalms Science Curriculum Maps Supplies and materials for hands labs Online Text Book

**Targeted Barriers to Achieving the Goal** 3

- Students lack background knowledge of the vocabulary required to meet the standards. Students do not come with the background knowledge and hands on practice in the area of science.

**Plan to Monitor Progress Toward G3.** 8

Teachers will post results of formative assessments and students not meeting the 80% target for success will receive remediation and reteaching while those that are successful will receive enrichment.

**Person Responsible**

Matt Burkett

**Schedule**

Biweekly, from 8/24/2015 to 6/30/2016

**Evidence of Completion**

Students performance on state assessment.

## 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.** Teachers will plan collaboratively to implement highly effective math instruction using best practices to increase achievement. **1**

 G074507

**G1.B1** Students lack basic math facts necessary for current instruction. Teachers not having the time to re-teach learning gaps in order for all students to use critical thinking and writing within the math content area.

**2**

 B194585

**G1.B1.S1** Allow opportunities for students to learn and practice basic math facts in order to solve higher order thinking problems. **4**

 S206139

### Strategy Rationale

Students who are fluent with basic math skills can use their time to decipher more complex problems.

### Action Step 1 **5**

Use Timez Attack, SuccessMaker and/or other software programs to assist students in learning basic math skills and math fluency.

#### Person Responsible

Faye Wilson

#### Schedule

Weekly, from 8/31/2015 to 6/6/2016

#### Evidence of Completion

District and/or teacher made formative assessments

**Action Step 2** 5

Students will keep math journals to justify their response, learn what their misconceptions are, and apply application of math skills.

**Person Responsible**

Faye Wilson

**Schedule**

Daily, from 8/31/2015 to 6/6/2016

**Evidence of Completion**

walkthrough's non-evaluative.

**Action Step 3** 5

Teachers will differentiate math instruction using various math centers.

**Person Responsible**

Faye Wilson

**Schedule**

Daily, from 8/31/2015 to 6/6/2016

**Evidence of Completion**

Formative assessments

**Action Step 4** 5

Provide professional development on how to differentiate instruction

**Person Responsible**

Faye Wilson

**Schedule**

Quarterly, from 10/12/2015 to 8/29/2016

**Evidence of Completion**

Sign in sheets/ Agenda

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

CPalm formative assessments and math journals will be monitored by class walkthrough's and student graphs.

**Person Responsible**

Matt Burkett

**Schedule**

Weekly, from 9/8/2014 to 6/1/2015

**Evidence of Completion**

Math journals and student graphs of CPALMS formative assessments.

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

Differentiated Instruction implementation

**Person Responsible**

Karie Insua

**Schedule**

Quarterly, from 10/26/2015 to 9/30/2016

**Evidence of Completion**

Lesson Plans will reflect differentiated strategies learned in PD.

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

Disaggregate Data from modules in IBTP focusing on possible misconceptions.

**Person Responsible**

Faye Wilson

**Schedule**

Quarterly, from 8/24/2015 to 6/6/2016

**Evidence of Completion**

IBTP module assessments

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

PLC's will use data from IBTP to perform data chats.

**Person Responsible**

Matt Burkett

**Schedule**

Quarterly, from 10/1/2015 to 6/6/2016

**Evidence of Completion**

IBTP module assessments

**G2.** Teachers will plan collaboratively to implement highly effective reading instruction using best practices to increase achievement. 1

 G074508

**G2.B1** Lack of instructional time due to mandated assessments Limited understanding of vocabulary (affixes) leads to a lack of comprehension of grade level material. Limited mastery of foundational skills leads to a lack of comprehension of grade level material. 2

 B194588

**G2.B1.S1** Reading Coach will facilitate collaborative planning during PLC's. Professional Development opportunities will be available to enhance reading instruction. Peer coaching will be utilized to assist teachers with better lesson pacing. 4

 S206140

**Strategy Rationale**

Teachers can learn from each other and continue to grow as professionals.

**Action Step 1 5**

Reading Coach will facilitate collaborative planning

**Person Responsible**

Karie Insua

**Schedule**

Weekly, from 8/31/2015 to 6/6/2016

**Evidence of Completion**

PLC agenda, minutes

**Action Step 2** 5

PD will be provided on new standards and item specs.

**Person Responsible**

Karie Insua

**Schedule**

Monthly, from 8/31/2015 to 6/6/2016

***Evidence of Completion***

Accountability sheets will monitor progress in each standard

**Action Step 3** 5

Teachers will observe their peers and provide feedback.

**Person Responsible**

Karie Insua

**Schedule**

Biweekly, from 8/31/2015 to 6/6/2016

***Evidence of Completion***

Observation feedback

**Action Step 4** 5

Teachers will receive professional development on differentiated instruction.

**Person Responsible**

Faye Wilson

**Schedule**

Quarterly, from 10/5/2015 to 6/6/2016

***Evidence of Completion***

Sign in sheets

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Class walkthrough's will determine if effective instructional practices are being used in the classrooms.

**Person Responsible**

Matt Burkett

**Schedule**

Monthly, from 8/31/2015 to 6/6/2016

***Evidence of Completion***

Journey walkthrough system.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Lesson plans reviewed and walkthrough's performed

**Person Responsible**

Faye Wilson

**Schedule**

Quarterly, from 10/5/2015 to 6/6/2016

***Evidence of Completion***

lesson plan review and journey system

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Fair Data, unit assessments, weekly assessments

**Person Responsible**

Faye Wilson

**Schedule**

Monthly, from 8/31/2015 to 6/6/2016

***Evidence of Completion***

Data will determine the effectiveness of classroom instruction.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

PIC data chats

**Person Responsible**

Karie Insua

**Schedule**

Quarterly, from 10/5/2015 to 6/6/2016

**Evidence of Completion**

ongoing assessment data

**G3.** Teachers will plan and implement highly effective science instruction using best practices to increase achievement. 1

 G074509

**G3.B1** Students lack background knowledge of the vocabulary required to meet the standards. Students do not come with the background knowledge and hands on practice in the area of science. 2

 B194589

**G3.B1.S1** Teachers and leadership team will monitor the formative assessments to progress monitor students' performance on each standard. Students will keep learning journals to enhance application of knowledge especially with science vocabulary. 4

 S206141

**Strategy Rationale**

Student learning will increase through the use of formative assessments and incorporating journal writing.

**Action Step 1** 5

Implement the use of science journals focusing on each standard.

**Person Responsible**

Matt Burkett

**Schedule**

Monthly, from 8/31/2015 to 6/6/2016

**Evidence of Completion**

Students performance on science state assessment.

**Plan to Monitor Fidelity of Implementation of G3.B1.S1 6**

Class walkthroughs, student data

**Person Responsible**

Matt Burkett

**Schedule**

Monthly, from 8/31/2015 to 6/6/2016

**Evidence of Completion**

Journey system will log walkthroughs

**Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7**

Class walkthroughs

**Person Responsible**

Matt Burkett

**Schedule**

Quarterly, from 8/31/2015 to 6/6/2016

**Evidence of Completion**

Journey

**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	Use Timez Attack, SuccessMaker and/ or other software programs to assist students in learning basic math skills and math fluency.	Wilson, Faye	8/31/2015	District and/or teacher made formative assessments	6/6/2016 weekly
G2.B1.S1.A1	Reading Coach will facilitate collaborative planning	Insua, Karie	8/31/2015	PLC agenda, minutes	6/6/2016 weekly
G3.B1.S1.A1	Implement the use of science journals focusing on each standard.	Burkett, Matt	8/31/2015	Students performance on science state assessment.	6/6/2016 monthly
G1.B1.S1.A2	Students will keep math journals to justify their response, learn what their misconceptions are, and apply application of math skills.	Wilson, Faye	8/31/2015	walkthrough's non-evaluative.	6/6/2016 daily
G2.B1.S1.A2	PD will be provided on new standards and item specs.	Insua, Karie	8/31/2015	Accountability sheets will monitor progress in each standard	6/6/2016 monthly
G1.B1.S1.A3	Teachers will differentiate math instruction using various math centers.	Wilson, Faye	8/31/2015	Formative assessments	6/6/2016 daily

**Polk - 0651 - Lake Alfred Elementary School - 2015-16 SIP**  
*Lake Alfred Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A3	Teachers will observe their peers and provide feedback.	Insua, Karie	8/31/2015	Observation feedback	6/6/2016 biweekly
G1.B1.S1.A4	Provide professional development on how to differentiate instruction	Wilson, Faye	10/12/2015	Sign in sheets/ Agenda	8/29/2016 quarterly
G2.B1.S1.A4	Teachers will receive professional development on differentiated instruction.	Wilson, Faye	10/5/2015	Sign in sheets	6/6/2016 quarterly
G1.MA1	District Module Assessments, CPALMS formative assessments, IBTP	Insua, Karie	8/24/2015	accountability spreadsheets, class walkthrough's	6/26/2016 weekly
G1.MA2	Lesson Plans and class observation data	Wilson, Faye	10/1/2015	Student achievement data using progress monitoring assessments	6/6/2016 quarterly
G1.B1.S1.MA1	Disaggregate Data from modules in IBTP focusing on possible misconceptions.	Wilson, Faye	8/24/2015	IBTP module assessments	6/6/2016 quarterly
G1.B1.S1.MA4	PLC's will use data from IBTP to perform data chats.	Burkett, Matt	10/1/2015	IBTP module assessments	6/6/2016 quarterly
G1.B1.S1.MA1	CPalm formative assessments and math journals will be monitored by class walkthrough's and student graphs.	Burkett, Matt	9/8/2014	Math journals and student graphs of CPALMS formative assessments.	6/1/2015 weekly
G1.B1.S1.MA3	Differentiated Instruction implementation	Insua, Karie	10/26/2015	Lesson Plans will reflect differentiated strategies learned in PD.	9/30/2016 quarterly
G2.MA1	FAIR data, weekly assessments, unit assessments	Insua, Karie	8/31/2015	student growth	6/6/2016 quarterly
G2.MA2	IBTP, Fair , and end of unit	Wilson, Faye	10/5/2015	Student achievement in on all assessments.	6/6/2016 quarterly
G2.B1.S1.MA1	Fair Data, unit assessments, weekly assessments	Wilson, Faye	8/31/2015	Data will determine the effectiveness of classroom instruction.	6/6/2016 monthly
G2.B1.S1.MA4	PIC data chats	Insua, Karie	10/5/2015	ongoing assessment data	6/6/2016 quarterly
G2.B1.S1.MA1	Class walkthrough's will determine if effective instructional practices are being used in the classrooms.	Burkett, Matt	8/31/2015	Journey walkthrough system.	6/6/2016 monthly
G2.B1.S1.MA3	Lesson plans reviewed and walkthrough's performed	Wilson, Faye	10/5/2015	lesson plan review and journey system	6/6/2016 quarterly
G3.MA1	Teachers will post results of formative assessments and students not meeting the 80% target for success will receive remediation and reteaching while those that are successful will receive enrichment.	Burkett, Matt	8/24/2015	Students performance on state assessment.	6/30/2016 biweekly
G3.B1.S1.MA1	Class walkthroughs	Burkett, Matt	8/31/2015	Journey	6/6/2016 quarterly
G3.B1.S1.MA1	Class walkthroughs, student data	Burkett, Matt	8/31/2015	Journey system will log walkthoughts	6/6/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

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

## Professional Development Opportunities

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

**G1.** Teachers will plan collaboratively to implement highly effective math instruction using best practices to increase achievement.

**G1.B1** Students lack basic math facts necessary for current instruction. Teachers not having the time to re-teach learning gaps in order for all students to use critical thinking and writing within the math content area.

**G1.B1.S1** Allow opportunities for students to learn and practice basic math facts in order to solve higher order thinking problems.

### **PD Opportunity 1**

Students will keep math journals to justify their response, learn what their misconceptions are, and apply application of math skills.

#### **Facilitator**

Faye Wilson

#### **Participants**

Classroom teachers

#### **Schedule**

Daily, from 8/31/2015 to 6/6/2016

### **PD Opportunity 2**

Teachers will differentiate math instruction using various math centers.

#### **Facilitator**

Faye Wilson

#### **Participants**

Classroom teachers

#### **Schedule**

Daily, from 8/31/2015 to 6/6/2016

**G2.** Teachers will plan collaboratively to implement highly effective reading instruction using best practices to increase achievement.

**G2.B1** Lack of instructional time due to mandated assessments Limited understanding of vocabulary (affixes) leads to a lack of comprehension of grade level material. Limited mastery of foundational skills leads to a lack of comprehension of grade level material.

**G2.B1.S1** Reading Coach will facilitate collaborative planning during PLC's. Professional Development opportunities will be available to enhance reading instruction. Peer coaching will be utilized to assist teachers with better lesson pacing.

### **PD Opportunity 1**

Reading Coach will facilitate collaborative planning

#### **Facilitator**

Mrs. Insua

#### **Participants**

classroom teachers

#### **Schedule**

Weekly, from 8/31/2015 to 6/6/2016

### **PD Opportunity 2**

PD will be provided on new standards and item specs.

#### **Facilitator**

Karie Insua

#### **Participants**

Classroom teachers

#### **Schedule**

Monthly, from 8/31/2015 to 6/6/2016

**G3.** Teachers will plan and implement highly effective science instruction using best practices to increase achievement.

**G3.B1** Students lack background knowledge of the vocabulary required to meet the standards. Students do not come with the background knowledge and hands on practice in the area of science.

**G3.B1.S1** Teachers and leadership team will monitor the formative assessments to progress monitor students' performance on each standard. Students will keep learning journals to enhance application of knowledge especially with science vocabulary.

**PD Opportunity 1**

Implement the use of science journals focusing on each standard.

**Facilitator**

Trudy Vice

**Participants**

classroom teachers

**Schedule**

Monthly, from 8/31/2015 to 6/6/2016

**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	Use Timez Attack, SuccessMaker and/or other software programs to assist students in learning basic math skills and math fluency.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$5,000.00
<i>Notes: for purchase of software</i>						
2	G1.B1.S1.A2	Students will keep math journals to justify their response, learn what their misconceptions are, and apply application of math skills.				\$0.00
3	G1.B1.S1.A3	Teachers will differentiate math instruction using various math centers.				\$0.00
4	G1.B1.S1.A4	Provide professional development on how to differentiate instrcutio				\$0.00
5	G2.B1.S1.A1	Reading Coach will facilitate collaborative planning				\$0.00
6	G2.B1.S1.A2	PD will be provided on new standards and item specs.				\$0.00
7	G2.B1.S1.A3	Teachers will observe their peers and provide feedback.				\$0.00
8	G2.B1.S1.A4	Teachers will receive professional development on differentiated instruction.				\$0.00
9	G3.B1.S1.A1	Implement the use of science journals focusing on each standard.				\$0.00
					<b>Total:</b>	<b>\$5,000.00</b>