

Polk County Public Schools

Lake Alfred Polytech Academy



2016-17 Schoolwide Improvement Plan

Lake Alfred Polytech Academy

925 BUENA VISTA DR N, Lake Alfred, FL 33850

<http://lapolytech.polk-fl.net>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	99%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	73%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	F*	F	F

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Lake Alfred Polytech Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

Believe. Achieve. Succeed. Everyone Everyday.

2. School Environment

a. 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. Upon entering our school, students are provided a Getting To Know You form to provide more information to the teachers. In the beginning of the school year students work cooperatively to complete various getting to know you/me activities with all students in the classrooms, every period. Through data collection and analysis the staff population is ideally mirrored to the cultures of the student population. Teachers are encouraged to maintain positive communication with the students' parents and to log all communication on the Parent Contact Log. Daily student recognition via Golden Tickets are awarded to those students who meet school and classroom expectations. These tickets go into a raffle and students are given various extrinsic rewards during both lunch periods.

b. 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 as well as during transitions. 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 access to bully boxes across the campus where they can report issues that they are having with other students on campus. Teachers are grouped by grade level and content area. Guidelines for classroom management, rules, and expectations have been provided. Additionally further examination of such will be an on-going process through weekly PLCs. Cameras are placed strategically around campus and used often to help solve discipline issues as they arise. Staff have had cooperative training on creating an atmosphere of respect with their students by using positive talks with the students. Monthly activities aligned with the district's Keys to Character which build social skills will be completed by students through the guidance of staff.

c. 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 attended faculty meetings on the process of differentiating between classroom managed behaviors and office managed behaviors. The school's discipline plan includes a six step progressive plan for teachers to follow in effort to maximize student attendance in class.

Utilizing Title 1 funds we have a behavior interventionist who meets with teachers to provide support, modeling, and training for classroom management and resources to utilize for students who have Tier 2 and Tier 3 MTSS behavioral needs. 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. Additionally we have a PBIS system that rewards students monthly that are meeting the school-wide expectations.

d. 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.

As part of the school's Progressive Discipline Plan, students are paired with their guidance counselor as needed in support of their social, emotional, and mental well-being.

Using previous year data, students have been identified as "off track" and "extremely off track" using the Early Warning Signs (EWS). Said students have been assigned to members of the administrative team. These staff members meet frequently with the students to continue to build a relationship and to monitor student progress academically, behaviorally, and socially. Additionally each identified student has completed a contract to set goals focused on both academics and behavior. Parents were involved in setting these goals during conferences including parents, students, and administrator prior to the beginning of school. Additional conference dates were established during the initial conference to maintain collaboration between school and home.

Our school has added a Student Success Coach who uses EWS to determine students in need of additional supports and works collaboratively with the administrative team and leadership team to update on student progress.

We have partnered with local churches, police department, and Chamber of Commerce 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. Students are given the opportunity to participate in various co- and extra-curricular activities that support social-emotional and academic needs.

3. Early Warning Systems

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

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

This data is based on the 2015-2016 school year.

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.

In addition to the aforementioned state indicators there are district indicators.:

- *GPA (High School only for 2015-2016 school year)
- *ISS Incidents
- *ODR Incidents
- *Retentions

Attendance: There are 212 students with attendance below 90%. Of these students, 92 are 6th grade, 56 are 7th grade, and 64 are 8th grade.

1+ Suspensions: There are 192 students with one or more suspensions. Of these students, 40 are 6th grade, 79 are 7th grade, and 73 are 8th grade.

Course Failure in ELA or Math: Per the EWS there are no students that meet this criteria.

Level 1 on Statewide Assessment: There are 720 level 1 scores combined on ELA and Math FSA scores. Of the 720, there are 243 are 6th grade, 245 are 7th grade, and 232 are 8th grade.

GPA: This indicator was not used for any grade level lower than high school prior to the 2016-2017 school year.

ISS Incidents: There 117 incidents. Of these, 10 are 6th grade, 59 are 7th grade, and 48 are 8th grade.

ODR Incidents: There are 253 students. Of these 50 are 6th grade, 102 are 7th grade, and 101 area 8th grade.

Retentions: There are 109 students. Of these 39 are 6th grade, 40 are 7th grade, and 30 are 8th grade.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	92	56	64	0	0	0	0	212	
One or more suspensions	0	0	0	0	0	0	40	79	73	0	0	0	0	192	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	0	243	245	232	0	0	0	0	720	

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	22	40	50	0	0	0	0	112

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

Currently we have the following positions that are focused on providing interventions and supports for students identified using EWS:

- *Academic coaches
- *Academic interventionists
- *Guidance counselors
- *Student Success Coach
- *Behavior Interventionist

*Staff mentors for students

The School based administrative team, guidance department, and academic leadership team all meet weekly. One of the topics in each of these meetings is to address the needs of students by analyzing the data provided by the district bi-weekly. It is the intent when funds are provided to hold after-school and weekend tutoring for students identified as Off Track and Extremely Off Track with regard to academics on EWS.

Teachers are responsible for having individual data chats with their students. Academic goals will be established using core curriculum and standardized testing results. A component of the data chats will include the data provided by the district on a bi-weekly basis.

Additionally students identified on EWS as Extremely Off Track are placed on a contract that incorporates both behavior and academics. Students who are struggling behaviorally are placed on Tier 2 PBIS. Tier 3 PBIS will follow after progress monitoring for behavior expectations.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/361270>.

2. Description

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

2. 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 and the local police department have provided school supplies, backpacks and donations 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 PBIS program and SSYRA. We currently have a Community Assessment Team (CAT). We will sponsor an angel tree initiative whereas identified students with needs will be sponsored by all stakeholders to support these students. We have partnered with the Lions Club who will provide weekend food packs for identified homeless and financial struggling families. The Lions Club will also be providing a monthly reward for student academic achievement and/or excellence based on the selection provided by the leadership team including input from the guidance department.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Grice, Julie	Principal
Dorsett, Jill	Assistant Principal
Hensley, Rebecca	Assistant Principal
Gaymont, Katherine	Instructional Coach
Crumley, Nelly	Instructional Coach
Buckley, Sandee	Other
Miller, Vincent	Dean
Gross, Britt	Assistant Principal

b. Duties

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

• Principal (Julie Grice):

Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes but is not limited to the following:

* achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards based curricula;

* demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success;

* working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments;

* recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers;

* linking professional practice with student achievement to demonstrate the cause and effect relationship;

* facilitating effective professional development;

* monitoring implementation of critical initiatives;

* securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice;

* providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population;

* employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data;

* managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate;

* establishing personal deadlines for self and the entire school;

* using a transparent process for making decisions and articulating who makes which decisions;

* actively cultivating, supporting, and developing other leaders within the school, modeling trust,

competency, and integrity in ways that positively impact and inspire growth in other potential leaders;

- * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment;
- * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency;
- * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything;
- * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;
- * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;
- * recognizing individuals for good work;
- * maintaining high visibility at school and in the community;
- * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research;
- * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system;
- * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

• Assistant Principals (Jill Dorsett and Britt Gross):

Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes, but is not limited to, responsibilities assigned by the principal which relate to the following:

- * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards based curricula;
- * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success;
- * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments;
- * recruiting, retaining, and developing an effective and diverse faculty and staff;
- * focusing on evidence, research, and classroom realities faced by teachers;
- * linking professional practice with student achievement to demonstrate the cause and effect relationship;
- * facilitating effective professional development;
- * monitoring implementation of critical initiatives;
- * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice;
- * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population;
- * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data;
- * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate;
- * establishing personal deadlines for self and the entire school;
- * using a transparent process for making decisions and articulating who makes which decisions;
- * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders;
- * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment;

- * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency;
- * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything;
- * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;
- * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;
- * recognizing individuals for good work;
- * maintaining high visibility at school and in the community;
- * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research;
- * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system;
- * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

• Assistant Principal II (Rebecca Hensley)

Assist with oversight and responsibility for school's instructional program, to include career education, and

its results. Assist with oversight and responsibility for safety and discipline of school's students. Assist with oversight and responsibility for school's administration and operation. Assist with oversight and responsibility for school's property and physical plant. Serve on the leadership team providing oversight for the school's human resource selection, management and development. Assist with provision of leadership in the development or revision and implementation of the School Improvement Plan. Perform other related tasks as may be assigned by the Principal. Focus on evidence-based classroom instruction through walk-through and informal observation processes. (Formal observations will be conducted by the current Assistant Principal(s) and the Principal). Facilitate effective professional development. Secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice. Provide structure for and monitor the school learning environment that improves learning for the school's diverse student population. Establish personal deadlines for self and the entire school. Manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. Use of appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community. Manage a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school. Maintain high visibility at school and in the community. Demonstrate personal and professional behaviors consistent with quality practices in education and as a

community leader by staying informed on current research in education and demonstrating their understanding of the research. Engage in professional development opportunities that improve personal professional practice and align with the needs of the school. Performs other administrative duties as assigned.

• Reading (Katherine Gaymont) and Science (Nelly Crumley) Coaches:

The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.

Roles and responsibilities include, but are not limited to, the following:

- Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area.
- Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development.
- Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction.
- Support teachers in planning instruction to meet the needs of all students through differentiated instruction.
- Provide classroom support by observing, modeling, co-teaching and providing specific feedback.
- Help teachers understand state and district mandates and how these mandates support student achievement.
- Provide support for school-based professional development to build the school's training capacity.
- Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs.
- Provide follow-up support at the school level for district professional development in assigned content area.
- Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work.
- Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills.
- Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction.
- Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.

• Dean (Dr. Vincent Miller) :

Provides articulation between the Office of Discipline and school administration related to discipline. Interprets and applies School Board Code of Conduct and discipline policies related to student discipline within the school site. Remains current on the latest pedagogical studies relating to discipline, restorative justice, and alternative education. Works with administrators and school personnel in solving school-wide problems related to the Code of Student Conduct.

• Intervention Facilitator (Sandee Buckley) :

The Intervention Facilitator is responsible for teacher-to-teacher classroom support, modeling, mentoring and collaborating to promote better behavior management strategies for teachers and students. This position will also be responsible for supporting teachers in data collection, analysis, interpretation and usage; research-based strategies and programs; and school improvement. The Intervention Facilitator will assist with developing and implementing behavior supports at all levels, including:

- * Assisting the leadership team to review school wide data, and plan, implement and monitor strategies to teach school wide rules and expectations,
- * Helping teachers identify obstacles to effective classroom management; providing and monitoring the effectiveness of alternative management strategies,
- * Developing, implementing and monitoring behavior plans based on Functional Behavioral Analysis for individual students, and
- * Communicating with parents, peers and administration.

2. 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 leadership 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 leadership 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 with 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 daily PLCs.

Differentiating instruction through small groups will provide all students with the targeted needed skills. The leadership 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 facilitate 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. State and local funds are utilized to purchase supplies for students and classroom libraries to enhance the learning process.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Julie Grice	Principal
Blanca Hernandez	Parent
Carlos Salinas	Education Support Employee
Chuck Langford	Business/Community
Melodie Stevenson	Parent
Britt Gross	Education Support Employee
Keith Ward, Sr.	Business/Community
Anna Maria Di Cesare	Education Support Employee
Rebecca Hensley	Education Support Employee
Derron Stutts	Business/Community
Rev. Dolliss	Business/Community
Tina Reece	Business/Community
Ryan Leavengood	Business/Community
Betty Shinn	Business/Community
Loretta Vittorio	Parent
Norma Castro	Parent
Vahaira Verdejo	Parent
Norma Diaz	Parent
Noemi Alicea	Parent
Resheena Hardy	Parent
Maria Hardy	Parent
Beth Baumez	Education Support Employee
Diana Acevedo	Education Support Employee
Nelly Crumley	Education Support Employee
Sandee Buckley	Education Support Employee

b. Duties

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

a. Evaluation of last year's school improvement plan

The 2016-17 SIP and school data will be 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.

b. Development of this school improvement plan

The school data and goals developed by the school community will be presented to the SAC. SAC will also be presented the barriers that our school may face implementing the goals. SAC's input will be solicited after being presented with the goals of the school. During that time, SAC members will give suggestions and recommendations to change the goals or add to the goals for the 2016-17 school year. Our SAC is responsible for the final decisions at our school relating to the

implementation of the provisions of the annual School Improvement Plan and assists in the preparation and evaluation of the school budget.

c. 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.

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

n/a

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Grice, Julie	Principal
Dorsett, Jill	Assistant Principal
Gaymont, Katherine	Instructional Coach
Crumley, Nelly	Instructional Coach
Baumez, Mary	Teacher, ESE
Acevedo, Diana	Other
Gross, Britt	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT promotes literacy throughout the school by meeting monthly to discuss literacy practices and school-wide data. Once hired, the school will have a literacy interventionist that is the daily liaison among the different grade levels regarding the area of literacy. School needs are and ways to resolve these needs are discussed and action is then implemented. The LLT foci this year will include:

- *School-wide writing plan
- *Summarization strategies
- *Differentiated instruction

D. Public and Collaborative Teaching

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

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

Teachers will meet weekly, on Monday 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.

Additional mathematics support and resources have been developed and established to address instructional needs in mathematics and science to include the following:

- Professional development webinars designed to provide insight to the standards, resources, and possible misconceptions found in each instructional module
- 5E essential lessons developed to support teachers in using the 5E Instructional model
- Aligned formative and summative assessments
- CIS and Extended Reading resources
- Robotics activities and Engineering Design Challenges
- Substitute lesson plans created by curriculum specialists that align to district curriculum maps
- Quarterly afterschool professional development opportunities that consist of 2 hours face-to-face meeting and 3 hours of completing an artifact such as a lesson plan, student work from a mathematical task, and creating 3-Act Task.
- 5E Lesson Starters created to support teachers in using the 5E Instructional model, 5E Lesson Starters were created. These presentations give a picture or video to introduce and conclude a lesson.
- Technology Enhanced Classroom items created to support teachers in 6th Grade, Algebra I, Geometry, and Algebra II, for standards in the instructional modules. These items demonstrate multiple choice, multi-select, drag-and-drop, equation editor, and other FSA/EOC test item formats.
- New teacher resource site created to house the new district resources. It is kept on Office 365 so all district teachers can easily access the resources.

The district and school are collaborating to provide coaching opportunities based on identified needs of staff for modeling, peer-to-peer practice, and feedback of targeted skills. Job-embedded professional development, especially research and evidence-based coaching support, will enhance teaching strategies and best practices, and decrease barriers to learning. Weekly district coaching support will be provided in addition to daily school-based coaching in ELA, mathematics, and science. Modeling, peer-to-peer practice, and feedback will be provided by school-based and district-based coaches as identified in school-based leadership meetings. District-assigned coaches will only be assigned to support the 5 TOP schools, and coaching activities will take place daily with school-based coaches, weekly with district-based coaches. New and inexperienced teachers have another layer of support wherein additional job-embedded professional development, coaching, modeling, and follow-up is being provided through school and district staff.

2. 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.

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

The district and school are collaborating to provide coaching opportunities based on identified needs of staff for modeling, peer-to-peer practice, and feedback of targeted skills. Job-embedded professional development, especially research and evidence-based coaching support, will enhance teaching strategies and best practices, and decrease barriers to learning. Weekly district coaching support will be provided in addition to daily school-based coaching in ELA, mathematics, and science. Modeling, peer-to-peer practice, and feedback will be provided by school-based and district-based coaches as identified in school-based leadership meetings. District-assigned coaches will only be assigned to support the 5 TOP schools, and coaching activities will take place daily with school-based coaches, weekly with district-based coaches. New and inexperienced teachers have another layer of support wherein additional job-embedded professional development, coaching, modeling, and follow-up is being provided through school and district staff.

Planned mentoring activities: Daily PLCs

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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. Data from benchmark, pre- and post assessments, and classroom assessments both formative and summative, will be used to help drive instruction that meets the needs of all learners. High Effect Size Strategies (as listed per FLDOE) will also be used for differentiation activities and instruction within the classrooms. Planning is focused on the standards as they can be found on the district provided curriculum maps and on the CPALMS website.

Per the TOP Plan:

Additional mathematics support and resources have been developed and established to address instructional needs in mathematics and science to include the following:

- Professional development webinars designed to provide insight to the standards, resources, and possible misconceptions found in each instructional module
- 5E essential lessons developed to support teachers in using the 5E Instructional model
- Aligned formative and summative assessments
- CIS and Extended Reading resources
- Robotics activities and Engineering Design Challenges
- Substitute lesson plans created by curriculum specialists that align to district curriculum maps
- Quarterly afterschool professional development opportunities that consist of 2 hours face-to-face meeting and 3 hours of completing an artifact such as a lesson plan, student work from a mathematical task, and creating 3-Act Task.
- 5E Lesson Starters created to support teachers in using the 5E Instructional model, 5E Lesson Starters were created. These presentations give a picture or video to introduce and conclude a lesson.

- Technology Enhanced Classroom items created to support teachers in 6th Grade, Algebra I, Geometry, and Algebra II, for standards in the instructional modules. These items demonstrate multiple choice, multi-select, drag-and-drop, equation editor, and other FSA/EOC test item formats.
- New teacher resource site created to house the new district resources. It is kept on Office 365 so all district teachers can easily access the resources.

b. Instructional Strategies

1. 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.

FSSA/FSA data is used in conjunction with scores from FAIR and math benchmark assessments administered via IBTP to help place students in a sufficient program. All data collection resources are used to create a differentiated approach to meet the needs of all learners. Students who scored a level 1 on the 2015-2016 FSA ELA are provided 90 minutes of reading instruction daily. Students who scored a level 1 and low level 2 on the 2015-2016 FSA Mathematics are provided an extra period of Critical Thinking. Based on funds availability, students with academic needs will be offered tutoring throughout the year. Mathematics content area use manipulatives, technology, and other resources to meet the needs of all types of learners. Science content area have the opportunities to have and use labs on a regular basis to offer hands on inquisition opportunities and broaden student interest. 5E lessons are used to engage all students during math and science instruction.

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

Strategy: After School Program

Minutes added to school year: 3,600

Based on funds availability, 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 after school we can meet the needs of the students in order to advance their academic progress.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Grice, Julie, julie.grice@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: Weekend Program

Minutes added to school year: 2,400

Saturday Academy for targeted students based on EWS and/or progress monitoring data. Tutoring and/or activities will be provided by highly qualified teachers on ten Saturdays for four hours each day with a focus on core curriculum and/or STEM enrichment.

Strategy Rationale

Students identified using the EWS have specific academic needs in order to progress and stay on track of middle school promotion. This opportunity will provide students with the additional time and instruction to recover both grades and credits as needed on a student-specific basis.

With regard to STEM enrichment, students who are identified by reviewing progress monitoring data and teacher recommendation will be provided the opportunities to participate in practical application activities that are interdisciplinary and support the core curriculum.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Grice, Julie, julie.grice@polk-fl.net

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

Data derived from the following sources will be used to analyze the effectiveness of this strategy: FSA; FSSA; FSA EOCs; FAIR; IBTP progress monitoring, pre and post-assessments; classroom formative and summative assessments; EWS; anecdotal data.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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.

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

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.

Digital Tools certifications are available for students to take.

3. 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.

Project Lead The Way (PLTW Gateway Unit), a STEM grant, will be integrated into our computer classes.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Relationships are built to support learning for all students with the focus on promoting transparency between the school staff, students, parents, and other stakeholders.
- G2.** Instructional staff will use data to make informed instructional decisions to differentiate standards based instruction for students' individual academic needs.

Strategic Goals Detail

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

G1. Relationships are built to support learning for all students with the focus on promoting transparency between the school staff, students, parents, and other stakeholders. 1a

G085084

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	30.0
One or More Suspensions	30.0
Students exhibiting two or more EWS indicators (Total)	10.0
Retained Students	15.0

Targeted Barriers to Achieving the Goal 3

- Perceived lack of stakeholder support
- School culture

Resources Available to Help Reduce or Eliminate the Barriers 2

- Community Assessment Team (CAT)
- School Advisory Council (SAC)
- CHAMPS
- PBIS, Golden Tickets, and PATS
- PLCs
- Support from: academic coaches, intervention facilitator, student success coach, academic interventionists, guidance counselors, school-based leadership team
- data from: EWS, MTSS, attendance

Plan to Monitor Progress Toward G1. 8

data pieces: attendance, discipline, academics

Person Responsible

Julie Grice

Schedule

Monthly, from 7/1/2016 to 6/30/2017

Evidence of Completion

Employee implements routines and procedures to insure he or she is accessible to stakeholders and/or colleagues as appropriate to his or her area of responsibility; Agendas, training schedules meeting notes, documented resolution agreements, updates, minutes, websites and/or weblogs, etc. related to the employee's area of responsibility

G2. Instructional staff will use data to make informed instructional decisions to differentiate standards based instruction for students' individual academic needs. 1a

G085085

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	34.0
ELA/Reading Gains	57.0
ELA/Reading Lowest 25% Gains	64.0
FSA Mathematics Achievement	25.0
Math Gains	38.0
Math Lowest 25% Gains	44.0
Statewide Science Assessment Achievement	32.0
Civics EOC Pass	46.0

Targeted Barriers to Achieving the Goal 3

- The instructional staff do not uniformly know how to use data to differentiate standards based instruction to meet the individual needs of their students.
- Teacher retention / turnover

Resources Available to Help Reduce or Eliminate the Barriers 2

- District created curriculum maps
- District provided resources (i.e. CPALMS)
- Academic coaches and interventionists
- Student specific information and previous year data (i.e. ELL, IEP, 504, FAA and FSA scores)
- PLCs and PD
- FSA and NGSSS Test Item Specifications and test complexity TSAs from FLDOE.

Plan to Monitor Progress Toward G2. 8

The Academic Leadership Team will analyze and disseminate student performance data to determine strengths and weaknesses and to focus interventions toward identified needs.

Person Responsible

Julie Grice

Schedule

Weekly, from 8/27/2016 to 6/5/2017

Evidence of Completion

Improvement in student performance results (i.e. progress monitoring, FSA, etc...); increased quality of classroom instruction and alignment of student tasks/work.

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. Relationships are built to support learning for all students with the focus on promoting transparency between the school staff, students, parents, and other stakeholders. **1**

 **G085084**

G1.B1 Perceived lack of stakeholder support **2**

 **B226323**

G1.B1.S1 Implement supportive environment action plan and monitor monthly school data and present such at monthly SAC meetings and the quarterly Community Assessment Team (CAT) meetings **4**

 **S238770**

Strategy Rationale

To promote transparent communications among all the school's stakeholders.

Action Step 1 **5**

Identify and build a SAC and CAT to meet with and share data with teams and establish quarterly meeting dates to communicate school progress.

Person Responsible

Julie Grice

Schedule

Quarterly, from 8/1/2016 to 6/30/2017

Evidence of Completion

meeting: agenda, minutes, support materials, and sign-in sheet

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

To ensure a stream-lined system of communication and support exists amongst all district divisions and departments providing support to LAAMS.

Person Responsible

Julie Grice

Schedule

Monthly, from 8/1/2016 to 6/30/2017

Evidence of Completion

Documentation of meetings being held: agendas, handouts, sign-in sheets, and the like; Advertisement of meeting in media; District and school level School Messenger phone call to all stakeholders; Adhering to the established meeting dates, Creation of the presentations and/or materials needed to successfully complete the meetings, Pre-determined responsibilities and roles of working staff to ensure accountability of all parties involved

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

SAC and CAT committees will engage in data-based problem solving as part of a culture of continuous improvement in order to identify systematic trends and scale up successful partnerships to ensure human and social resources are being shared within the school's departments or units, where appropriate.

Person Responsible

Julie Grice

Schedule

Monthly, from 9/15/2016 to 6/2/2017

Evidence of Completion

Upon frequent review of data (including but not limited to EWS, PBIS, discipline and academics) progress toward meeting set goals will be monitored, documented, and communicated for fidelity of implementation.

G1.B2 School culture 2

B226324

G1.B2.S1 The school will have a minimum of 10 evening activities throughout the school year designed to foster community and family engagements and relationships via multiple approaches. 4

S238771

Strategy Rationale

To promote transparent communications among all the school's stakeholders

Action Step 1 5

A schedule has been created for parent involvement and parent-teacher conference nights with identified topics that correlate with the needs of all students.

Person Responsible

Julie Grice

Schedule

Monthly, from 9/15/2016 to 6/2/2017

Evidence of Completion

communications: flyers, programs, conference logs, sign-in sheets,

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

To ensure a stream-lined system of communication and support exists amongst all district divisions and departments providing supports to LAAMS

Person Responsible

Julie Grice

Schedule

Monthly, from 8/1/2016 to 6/30/2017

Evidence of Completion

Documentation of meetings being held; agenda, handouts, sign-in sheets, and the like; Advertisement of meetings in media; District and school level School Messenger phone all to all stakeholders; Adhering to the established meeting dates; Creations of the presentations and or materials needed to successfully complete the meetings; pre-determined responsibilities and roles of working staff to ensure accountability of all parties involved

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

Identify systematic trends and scale up successful partnerships to ensure human and social resources are being shared among schools, departments or units, where appropriate

Person Responsible

Julie Grice

Schedule

Monthly, from 9/15/2016 to 6/2/2017

Evidence of Completion

Upon frequent review of data (including but not limited to EWS, PBIS, discipline and academics) progress toward meeting set goals will be monitored, documented, and communicated for fidelity of implementation.

G2. Instructional staff will use data to make informed instructional decisions to differentiate standards based instruction for students' individual academic needs. 1

 G085085

G2.B1 The instructional staff do not uniformly know how to use data to differentiate standards based instruction to meet the individual needs of their students. 2

 B226327

G2.B1.S1 The instructional staff will be provided with strategies to assist them with interpreting student data to effectively differentiate instruction. 4

 S238772

Strategy Rationale

Student proficiency will increase when instruction is differentiated to meet student-specific academic needs.

Action Step 1 5

Based on PD opportunities the instructional staff will be provided with support in order to effectively implement differentiated standards based instruction within the classroom setting.

Person Responsible

Julie Grice

Schedule

Weekly, from 8/8/2016 to 6/5/2017

Evidence of Completion

Master Schedule

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

By conducting frequent classroom visits looking for evidence of differentiated and standards based instruction and by providing the classroom teachers with explicit feedback pertaining to the area of differentiated and/or standards based instruction. Data chats will also be conducted with the staff to monitor the implementation and effectiveness of the differentiated and standards based instruction.

Person Responsible

Julie Grice

Schedule

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

Evidence of Completion

walkthrough and data chat documentation with instructional staff

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

Monitoring student data trends will be used to determine the effectiveness at reducing the barrier.

Person Responsible

Julie Grice

Schedule

Weekly, from 8/27/2016 to 6/5/2017

Evidence of Completion

FAIR data, on-going progress monitoring data, student work samples, and observations during classroom visits

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

During collaborative planning and classroom visits conducted by the school's Academic Leadership team, District support personnel, and AMO team members, focus will also be placed on ensuring the student work and tasks students are completing meet the complexity level of the standards being taught.

Person Responsible

Julie Grice

Schedule

Weekly, from 9/23/2016 to 6/5/2017

Evidence of Completion

Lesson plans, collaborative planning notes, school-based professional development opportunities, FAIR data, on-going progress monitoring data, student work samples, and observations during classroom visits

G2.B1.S2 A new modified instructional schedule is implemented for the school year. 4

 S238773

Strategy Rationale

The new scheduling plan for Lake Alfred-Addair provides two planning periods for teachers. Teachers are scheduled to have one professional development period and one planning period per day, teaching six (6) out of eight (8) periods. A daily dedicated professional development period under the direction of the school principal will be used for job embedded, data driven, professional development, and standards based instructional planning. The second planning period will be used for teachers to accomplish the individual work and preparation for teaching. Through this additional planning period of professional development, vertical articulation of course standards to identify the content requirements needed for students to demonstrate proficiency of the standards will occur with teachers through collaboratively monitoring and adjusting instructional strategies based upon review of on-going data from formative and summative assessments.

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 8/8/2016 to 6/5/2017

Evidence of Completion

Master Schedule

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

The administrative team will observe, monitor, and participate as needed. Administrative team responsibilities: Dorsett: ELA/Reading and Social Studies; Sackett: Science and Math; Hensley: Electives

Person Responsible

Julie Grice

Schedule

Weekly, from 8/8/2016 to 6/5/2017

Evidence of Completion

coaches' logs, sign-n sheets, materials, agendas, minutes, notes, and the like as appropriate

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Lesson plan review, student data, observations

Person Responsible

Julie Grice

Schedule

Weekly, from 8/8/2016 to 6/5/2017


Evidence of Completion

lesson plans, increase in student proficiency and learning gains, observations both evaluative and non-evaluative

G2.B2 Teacher retention / turnover 2

 B226328

G2.B2.S1 Recruit and retain highly qualified and highly effective instructional staff and leadership. 4

 S238774

Strategy Rationale

Staff who are both highly qualified and effective are imperative to the success of students' academic, behavioral, and mental wellness needs.

Action Step 1 5

Work closely with Human Resource service to recruit and retain highly qualified and highly effective teachers

Person Responsible

Julie Grice

Schedule

Daily, from 7/11/2016 to 6/5/2017

Evidence of Completion

communications, RHS reports

Action Step 2 5

Provide mentoring and supports to all staff

Person Responsible

Julie Grice

Schedule

Daily, from 8/8/2016 to 6/5/2017

Evidence of Completion

coaches' logs, sign-in sheets, materials, agendas, minutes, notes, and the like as appropriate

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Weekly communication will take place between school-based leadership and district leadership regarding vacancies that exist and potential applicants. An interview schedule will be maintained by the Principal as needed and as appropriate. All information will be entered into the RHS system.

Per the TOP 5 Plan

The district has allocated a dedicated position for staffing at the TOP schools to ensure immediate staff replacement occurs prior to the opening day. This individual is responsible for sending qualified applicants for principals to select and hire so that all TOP schools can remain fully staffed. TOP principals have attended four recruitment fairs in anticipation of securing qualified staff. The district has also sponsored two recruitment fairs in an effort to keep applicants readily available for TOP schools.

In order to track and monitor vacancies within TOP schools, a system of tracking has been developed to ensure quick and timely turnaround of replacing teachers. The dedicated staffing specialist for TOP schools sends a weekly report to the Executive Principal, Regional Assistant Superintendent and principals for review. The Executive Principal and Regional Assistant Superintendent then meet with individual principals to verify the roster lists prior to returning the report to Human Resource Services, the Deputy Superintendent and the RED. If at that time it is determined that there is a need for a qualified teacher for a school, Human Resource Services immediately deploy applicants for interviews with the principal. These discussions will be on-going throughout the school year.

Person Responsible

Schedule

Weekly, from 7/11/2016 to 6/5/2017

Evidence of Completion

Interview Schedule, Emails, RHS documentation

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

The administrative team will monitor the number of vacancies frequently and continue to actively pursue all leads for unfilled positions.

Person Responsible

Julie Grice

Schedule

Daily, from 7/11/2016 to 6/6/2017






Evidence of Completion

Number of vacancies; reduction in teacher attrition

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S1.MA1 M316051	By conducting frequent classroom visits looking for evidence of differentiated and standards based...	Grice, Julie	8/17/2015	walkthrough and data chat documentation with instructional staff	6/2/2016 weekly
G1.B1.S1.MA1 M316044	SAC and CAT committees will engage in data-based problem solving as part of a culture of continuous...	Grice, Julie	9/15/2016	Upon frequent review of data (including but not limited to EWS, PBIS, discipline and academics) progress toward meeting set goals will be monitored, documented, and communicated for fidelity of implementation.	6/2/2017 monthly
G1.B2.S1.MA1 M316046	Identify systematic trends and scale up successful partnerships to ensure human and social...	Grice, Julie	9/15/2016	Upon frequent review of data (including but not limited to EWS, PBIS, discipline and academics) progress toward meeting set goals will be monitored, documented, and communicated for fidelity of implementation.	6/2/2017 monthly
G1.B2.S1.A1 A309236	A schedule has been created for parent involvement and parent-teacher conference nights with...	Grice, Julie	9/15/2016	communications: flyers, programs, conference logs, sign-in sheets,	6/2/2017 monthly
G2.MA1 M316056	The Academic Leadership Team will analyze and disseminate student performance data to determine...	Grice, Julie	8/27/2016	Improvement in student performance results (i.e. progress monitoring, FSA, etc...); increased quality of classroom instruction and alignment of student tasks/work.	6/5/2017 weekly
G2.B1.S1.MA1 M316049	Monitoring student data trends will be used to determine the effectiveness at reducing the barrier.	Grice, Julie	8/27/2016	FAIR data, on-going progress monitoring data, student work samples, and observations during classroom visits	6/5/2017 weekly
G2.B1.S1.MA3 M316050	During collaborative planning and classroom visits conducted by the school's Academic Leadership...	Grice, Julie	9/23/2016	Lesson plans, collaborative planning notes, school-based professional development opportunities, FAIR data, on-going progress monitoring data, student work samples, and observations during classroom visits	6/5/2017 weekly
G2.B1.S1.A1 A309237	Based on PD opportunities the instructional staff will be provided with support in order to...	Grice, Julie	8/8/2016	Master Schedule	6/5/2017 weekly
G2.B2.S1.MA1 M316055	Weekly communication will take place between school-based leadership and district leadership...		7/11/2016	Interview Schedule, Emails, RHS documentation	6/5/2017 weekly
G2.B2.S1.A1 A309239	Work closely with Human Resource service to recruit and retain highly qualified and highly...	Grice, Julie	7/11/2016	communications, RHS reports	6/5/2017 daily
G2.B2.S1.A2 A309240	Provide mentoring and supports to all staff	Grice, Julie	8/8/2016	coaches' logs, sign-in sheets, materials, agendas, minutes, notes, and the like as appropriate	6/5/2017 daily
G2.B1.S2.MA1 M316052	Lesson plan review, student data, observations	Grice, Julie	8/8/2016	lesson plans, increase in student proficiency and learning gains, observations both evaluative and non-evaluative	6/5/2017 weekly
G2.B1.S2.MA1 M316053	The administrative team will observe, monitor, and participate as needed. Administrative team...	Grice, Julie	8/8/2016	coaches' logs, sign-n sheets, materials, agendas, minutes, notes, and the like as appropriate	6/5/2017 weekly
G2.B1.S2.A1 A309238	Build collaborative planning time into the master schedule by content area and grade level.	Sackett, Sandra	8/8/2016	Master Schedule	6/5/2017 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1  M316054	The administrative team will monitor the number of vacancies frequently and continue to actively...	Grice, Julie	7/11/2016	Number of vacancies; reduction in teacher attrition	6/6/2017 daily
G1.MA1  M316048	data pieces: attendance, discipline, academics	Grice, Julie	7/1/2016	Employee implements routines and procedures to insure he or she is accessible to stakeholders and/or colleagues as appropriate to his or her area of responsibility; Agendas, training schedules meeting notes, documented resolution agreements, updates, minutes, websites and/or weblogs, etc. related to the employee's area of responsibility	6/30/2017 monthly
G1.B1.S1.MA1  M316045	To ensure a stream-lined system of communication and support exists amongst all district divisions...	Grice, Julie	8/1/2016	Documentation of meetings being held: agendas, handouts, sign-in sheets, and the like; Advertisement of meeting in media; District and school level School Messenger phone call to all stakeholders; Adhering to the established meeting dates, Creation of the presentations and/or materials needed to successfully complete the meetings, Pre-determined responsibilities and roles of working staff to ensure accountability of all parties involved	6/30/2017 monthly
G1.B1.S1.A1  A309235	Identify and build a SAC and CAT to meet with and share data with teams and establish quarterly...	Grice, Julie	8/1/2016	meeting: agenda, minutes, support materials, and sign-in sheet	6/30/2017 quarterly
G1.B2.S1.MA1  M316047	To ensure a stream-lined system of communication and support exists amongst all district divisions...	Grice, Julie	8/1/2016	Documentation of meetings being held; agenda, handouts, sing-in sheets, and the like; Advertisement of meetings in media; District and school level School Messenger phone all to all stakeholders; Adhering to the established meeting dates; Creations of the presentations and or materials needed to successfully complete the meetings; pre-determined responsibilities and roles of working staff to ensure accountability of all parties involved	6/30/2017 monthly

V. Professional Development Opportunities

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

G2. Instructional staff will use data to make informed instructional decisions to differentiate standards based instruction for students' individual academic needs.

G2.B1 The instructional staff do not uniformly know how to use data to differentiate standards based instruction to meet the individual needs of their students.

G2.B1.S1 The instructional staff will be provided with strategies to assist them with interpreting student data to effectively differentiate instruction.

PD Opportunity 1

Based on PD opportunities the instructional staff will be provided with support in order to effectively implement differentiated standards based instruction within the classroom setting.

Facilitator

Academic Coaches, Administrative Team

Participants

Instructional Staff

Schedule

Weekly, from 8/8/2016 to 6/5/2017

G2.B1.S2 A new modified instructional schedule is implemented for the school year.

PD Opportunity 1

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

Facilitator

Academic Coaches

Participants

Instructional Staff

Schedule

Weekly, from 8/8/2016 to 6/5/2017

G2.B2 Teacher retention / turnover

G2.B2.S1 Recruit and retain highly qualified and highly effective instructional staff and leadership.

PD Opportunity 1

Provide mentoring and supports to all staff

Facilitator

Administrative team, academic coaches, leadership team, additional support personnel

Participants

Staff

Schedule

Daily, from 8/8/2016 to 6/5/2017

VI. Technical Assistance Items

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

G1. Relationships are built to support learning for all students with the focus on promoting transparency between the school staff, students, parents, and other stakeholders.

G1.B2 School culture

G1.B2.S1 The school will have a minimum of 10 evening activities throughout the school year designed to foster community and family engagements and relationships via multiple approaches.

TA Opportunity 1

A schedule has been created for parent involvement and parent-teacher conference nights with identified topics that correlate with the needs of all students.

Facilitator

Leadership Team

Participants

community and stakeholders

Schedule

Monthly, from 9/15/2016 to 6/2/2017

G2. Instructional staff will use data to make informed instructional decisions to differentiate standards based instruction for students' individual academic needs.

G2.B2 Teacher retention / turnover

G2.B2.S1 Recruit and retain highly qualified and highly effective instructional staff and leadership.

TA Opportunity 1

Work closely with Human Resource service to recruit and retain highly qualified and highly effective teachers

Facilitator

Administrative Team

Participants

Staff

Schedule

Daily, from 7/11/2016 to 6/5/2017

VII. Budget

1	G1.B1.S1.A1	Identify and build a SAC and CAT to meet with and share data with teams and establish quarterly meeting dates to communicate school progress.	\$0.00
2	G1.B2.S1.A1	A schedule has been created for parent involvement and parent-teacher conference nights with identified topics that correlate with the needs of all students.	\$0.00
3	G2.B1.S1.A1	Based on PD opportunities the instructional staff will be provided with support in order to effectively implement differentiated standards based instruction within the classroom setting.	\$0.00
4	G2.B1.S2.A1	Build collaborative planning time into the master schedule by content area and grade level.	\$0.00
5	G2.B2.S1.A1	Work closely with Human Resource service to recruit and retain highly qualified and highly effective teachers	\$0.00
6	G2.B2.S1.A2	Provide mentoring and supports to all staff	\$0.00
Total:			\$0.00