

Polk County Public Schools

Lake Alfred Polytech Academy



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	71%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	D	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Lake Alfred Polytech Academy

DA Region and RED	DA Category and Turnaround Status
Southwest -	- 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 Northeast side of the county. Many of our families come to Polk County from other states and countries. In an attempt to build relationships between teachers and students, we host various family and community events throughout the year. Upon entering our school, students complete a "Getting To Know You" form to provide teachers with a foundation for building strong relationships with their students. In the beginning of the school year, students work cooperatively to complete various getting to know you/me activities with other students in each of their classes. All efforts were made by administration to ensure that the staff demographics mirror the student population. Teachers are encouraged to maintain open communication with the students' parents.

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 all transitions. Teachers are required to be at their doors between classes and the leadership team is stationed at designated points across the campus to control the flow from class to class. Guidelines for classroom management, rules, and expectations have been provided to all faculty and staff. Additionally, examination of discipline data will be an on-going process through weekly administrative meetings and 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.

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.

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 four 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. Daily student recognition via Golden Tickets are awarded to those students who meet school and classroom expectations. Additionally, we have a PBIS system that rewards students quarterly who 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 the Early Warning System (EWS) data from the previous year, students have been identified as "off track" and "extremely off track." 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 meeting dates were established during the initial conference to maintain collaboration between school and home.

We also have a school psychologist, a mental health specialist from Winter Haven Hospital and a team who work to determine the cause of the behavior while counseling students on better choices.

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

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 end of year data for the 2016 - 2017 school year.

The Early Warning System information is pulled from the district's student data warehouse and district applications. The administrative team reviews the data continuously and updates the list of students identified as at-risk or off-track. This information is shared with the appropriate stakeholders during weekly leadership meetings and students are assigned to a support team.

Early Warning Indicators:

- One or more suspensions
- Course failure in Language Arts or Mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics
- Attendance rate below 90%
- Students exhibiting two or more Early Warning Indicators

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	34	24	20	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	89	96	88	0	0	0	0	273
Course failure in ELA or Math	0	0	0	0	0	0	6	4	1	0	0	0	0	11
Level 1 on statewide assessment	0	0	0	0	0	0	132	124	105	0	0	0	0	361

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	6	13	32	0	0	0	0	51

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
- *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 weekly by administration. 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 administration on quarterly 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 has occurred.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP 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/430569>.

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 Lake Alfred 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. Feeder high schools and magnet schools are invited to present informational sessions to encourage students to do well in school and apply for their programs. 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. We have partnered with the Lions Club who provide weekend food packs for identified homeless and financial struggling families. The Lions Club also provides 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

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
Hensley, Rebecca	Assistant Principal
Gaymont, Katherine	Instructional Coach
Buckley, Sandee	Other
Gross, Britt	Assistant Principal
Smelser, Belinda	Instructional Coach
Acevedo, Diana	Other
Baumez, Mary	Other
Canon, Lana	Teacher, K-12
Daniels, Philip	Teacher, K-12
Lane, Brandon	Teacher, K-12
McGill, Idiana	Teacher, K-12
Morrison, Charles	Dean
Peabody, Brooke	Instructional Technology
Williams, Tony	Assistant Principal
Hearn, Anne-Marie	Instructional Media

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 (Tony Williams 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.

Academic Coaches, Interventionists, and Support Personnel

- * Reading Coach (Katherine Gaymont)
- * Reading Interventionist (Idiana McGill)
- * Math Coach (Belinda Smelser)
- * Math Interventionist (Lana Cannon)
- * Student Success Coach (Maria Acevedo)
- * Magnet TRST (Philip Daniels)
- * Testing (Branden Lane)
- * Media Specialist (Ann Marie Hearn)
- * Network Manager (Brook Peabody)

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 (Charles Morrison):

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 MTSS, PBIS, discipline, restorative justice, and alternative education. Works with administrators and school personnel in solving school-wide problems related to the Code of Student Conduct.

Behavior Interventionist (Sandee Buckley):

The Behavior Interventionist 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 Behavior Interventionist will assist with developing and implementing behavior supports at all levels, including:

- Assisting the leadership team to review school-wide data
- Planning, implementing, and monitoring of strategies to teach school-wide rules and expectations
- Support teachers by providing small group instruction for identified Tier 3 behavior students
- Helping teachers identify obstacles to effective classroom management; providing and monitoring the effectiveness of alternative management strategies

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 state, district, school, and formative pre/post assessments. Progress monitoring will occur periodically throughout the year. The leadership team will meet with teachers 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. Instructional 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.

The coordination and integration of federal, state, and local funds reduces the duplication of services and ensures that all needs of economically disadvantaged students are met. These wrap-around services make up a comprehensive framework to give all children a greater chance of academic success. In coordination with our SAC, CAT and Leadership Teams, we have developed a schoolwide plan that ensures that support from federal, state, local services, resources, and programs are not duplicated and the funds received from these sources are used effectively to support the targeted populations. Included in our budgeting and funding allocation are funds from the following sources:

- Title I, Part A
- Title II
- Title III
- Title IV
- Title IX, Part A
- Magnet Schools Assistance Program
- HEARTH
- IDEA
- UniSIG
- Supplemental Academic Instruction (SAI)
- Violence prevention programs
- Nutrition programs

Title 1 Funds will be used to purchase supplemental supplies, materials, and staff such as a Parent Involvement para-educator and a Behavior Interventionist. 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
Melodie Stevenson	Parent
Kevin Ward	Business/Community
Derron Stutts	Business/Community
Rev. Clifton E. Dollison	Business/Community
Betty Shinn	Business/Community
Loretta Vittorio	Business/Community
Norma Castro	Parent
Vahaira Verdejo	Parent
Norma Diaz	Parent
Noemi Alicea	Parent
Resheena Hardy	Parent
Beth Baumez	Education Support Employee
Diana Acevedo	Education Support Employee
Idiana Carrion-McGill	Parent
Tony Williams	Education Support Employee
Charles Morrison	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The 2017-18 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 2017-18 school year. Our SAC is responsible for the final decisions related 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 School Improvement Plan, annual school budget, Title I budget, and financial plan to the SAC during the October meeting. Any changes, updates, and/or additions will be presented as needed throughout the school year at the monthly SAC meetings and will be posted on the school's website to ensure that all stakeholders have access to the information.

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
Gaymont, Katherine	Instructional Coach
Gross, Britt	Assistant Principal
Smelser, Belinda	Instructional Coach
Hearn, Anne-Marie	Instructional Media
McGill, Idiana	Teacher, K-12
Peabody, Brooke	Instructional Technology

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. Deficiencies are identified, an action plan is developed, and implemented. The school has a Reading Interventionist that is the daily liaison among the different grade levels regarding the area of literacy. The LLT foci this year includes:

- Weekly coaches' meetings
- Cross-content literacy strategies
- School-wide writing plan
- Summarization strategies
- Differentiated instruction

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers will meet daily for collaborative planning by grade level teams or in subject area groups. The master schedule was created so that teachers who teach the same grade level and subject area are able to co-plan together.

Administrators are in classes daily to offer support for classroom management and instructional needs of staff. For teachers who are new to teaching or new to the school culture, the new teacher group meets

monthly as a whole group for training, support, and mentoring. Prior to the start of the 2017-18 school year, all school staff will participate in Emergenetics training to promote team building and positive working relationships.

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 after-school 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 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. To recruit: 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 develop: All teachers will be trained in: Florida Educator Accomplished Practices, the evaluation system, Professional Development to increase student learning. PBIS, MTSS, Rtl training, Emergenetics, ULD, Personalized Learning, and PLCs. 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 mentoring, training, and support to all teachers-coaches and interventionists will model and provide support for all teachers. The administration, instructional coaches, peers, and other members of the leadership team will provide staff with support and mentoring.

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 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: Academic coaching, classroom modeling, peer support, common planning support provided by State, District, Regional and School-based coaches, interventionists, and AMO coach,

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/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.

Additional 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 after-school 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.

FSA data is used in conjunction with scores from progress monitoring assessments to help place students in the appropriate courses. All data collection resources are used to create a differentiated approach to meet the needs of all learners. Students who scored a level 1 and low level 2 on the 2016-2017 FSA ELA are provided an additional period of reading instruction daily. Students who scored a level 1 and low level 2 on the 2016-2017 FSA Mathematics are provided with an additional period of math instruction per day. Students with academic needs are offered tutoring before, during, and after the traditional school day. Mathematics content area use manipulatives, technology, and other resources to meet the needs of all types of learners. Science content area teachers use labs on a regular basis to offer hands on learning opportunities to 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: Before School Program

Minutes added to school year: 2,700

Students are able to work with teachers, academic coaches and members of the leadership team to focus on areas of need as identified through course work, class grades, and progress monitoring data. A combination of hands-on activities, computer programs and one-on-one coaching will be utilized to differentiate learning based upon each student's identified needs.

Strategy Rationale

Students come to us with a variety of strengths, weaknesses and backgrounds. By providing personalized learning before school we can meet the individual needs of our 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 and course grades

*Quarterly and benchmark progress monitoring assessments

*Administrative classroom walk-through logs and academic coach class visits will document student engagement

*Anecdotal data from student data chats and mentoring activities

Strategy: Weekend Program

Minutes added to school year: 960

Saturday Academy for 5th, 6th, and 7th and after-school for 8th grade Science students. Tutoring and STEM enrichment activities will be provided by highly qualified teachers on four Saturdays for four hours each day with a focus on science curriculum.

Strategy Rationale

This opportunity will provide students with the engaging STEM activities to support science on a student specific basis.

The STEM enrichment provides students opportunities to participate in practical application activities that are interdisciplinary and support the science 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: progress monitoring and bench mark assessments, formative and summative assessments, and anecdotal data

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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:

The guidance counselors and administrators visit local elementary schools thus providing an additional opportunity for students and parents to ask questions about the transition to middle school. All of the districts middle schools participate in the annual middle school transition night. Fifth grade students from local feeder schools are invited to participate in our parent night activities.

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.

All 8th grade students participate in career planning and goal setting activities lead by the guidance counselors. The goal of this involvement is to increase student awareness of possible careers and spark interest in exploring new opportunities for learning through the U.S. History course. Local businesses, industries, and community organizations provide feedback and suggestions for school improvement and support for student motivation, incentives, and programs such as the "Great American Teach-In".

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

Students are provided 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.

Students are provided the opportunity to earn Microsoft Digital Tool certifications through the Computer Applications in Business classes.

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 mathematics standards in their curriculum planning. Elective teachers co-plan to discuss how to implement literacy standards into their curriculum.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

Historically, Lake Alfred-Addair Middle School has had a high rate of teacher and administrator turnover, which has resulted in a varying and disconnected school culture, thus improving the school's culture became one of the Administrative Team's highest priorities. Over the past 3 years, the school has had five principals and several changes in the assistant principals. In order to begin laying the foundation for a clear, consistent, supportive, and fair school environment, the Lead Coach from the AMO assigned to

Lake Alfred-Addair Middle School, Mr. Butch Martin, provided teachers, staff, and administrators with the coaching and mentoring necessary to begin healing Lake Alfred-Addair's school culture and climate. The support, mentoring, and academic involvement from Mr. Butch Martin, assisted in dramatically changing the culture of our school during the 2016-2017 school year and paved the way for the continued growth of the school's staff as a team with one focus and one voice.

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.

Strengths:

In the 2016-2017 school year our Science Achievement increased 3% over the 2015-2016 school year and our Acceleration Component increased 13% over the 2015-2016 school year.

Weaknesses:

In the 2016-2017 school year, we saw a decrease in learning gains for students in the bottom quartile in Reading and Math. Additionally, poor sub-group performance in achievement and learning gains for ELL and ESE students in both Reading and Math was an identified weakness in the 2016-2017 school year. Our Reading and Civics Achievement have become stagnate and growth in both areas has not occurred over the past few years.

For the 2017-2018 school year we have identified 9 students who are 2 or more years overage: 3 students in 6th grade; 2 students in 7th grade; and 4 students in 8th grade. Our guidance department is currently in the process of contacting parents of 6th and 7th grade students to encourage them to enroll the students in our on-site multiple pathways program. While our guidance department is also contacting the parents of our 8th grade students, we are encouraging our 8th grade students to enroll in the district's multiple pathway program so the students can transition to the high school at the end of the 1st semester or the end of the 2017-2018 school year.

Our greatest area of identified concern lies with the 32 students in 8th grade who exhibit 2 or more EWS indicators. Those students will be assigned to the Student Success Coach and/or Behavior Interventionist for monitoring and support throughout the 2017-2018 school year. We are also strategically placing our Student Success Coach in the 8th grade wing so that she will be readily available to provide support to those students with the greatest need.

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

1 = 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 provide standards based instruction in all academic areas and will use data to make informed instructional decisions to differentiate standards based instruction to meet the individual student and subgroup 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

G098780

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Teachers are reluctant to invite stakeholders into classrooms due to a lack of familiarity with the volunteer process/system.
- School culture

Resources Available to Help Reduce or Eliminate the Barriers 2

- Community Assessment Team (CAT)
- School Advisory Council (SAC)
- Provide additional CHAMPS training for staff
- Provide training in MTSS, PBIS, Golden Tickets, and PATS
- PLCs
- Support from: academic coaches, behavior interventionist, student success coach, academic interventionists, guidance counselors, school-based leadership team
- Data from: EWS and Genesis
- School volunteer tracking system

Plan to Monitor Progress Toward G1. 8

Data: attendance, discipline, and academics

Person Responsible

Julie Grice

Schedule

Biweekly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Implementation of routines and procedures to ensure the administrators are accessible to all stakeholders. Evidence of completion may include documentation from: Agendas, training schedules, meeting notes, updates, minutes, websites and/or web blogs, etc.

G2. Instructional staff will provide standards based instruction in all academic areas and will use data to make informed instructional decisions to differentiate standards based instruction to meet the individual student and subgroup needs. **1a**

G098781

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 staff's knowledge in the use of standards and data to drive instructional decision-making and differentiate standards based instruction to meet the individual needs of students and student subgroups, varies significantly among the staff.
- Teacher retention, turnover, and attendance

Resources Available to Help Reduce or Eliminate the Barriers **2**

- District created curriculum maps
- District provided resources
- School-based academic coaches
- Student specific information and previous year data from multiple student data sources
- PLCs and PD
- FSA and NGSSS Test Item Specifications and test complexity TSAs from FLDOE.
- Regional academic coaches
- Formative assessments

Plan to Monitor Progress Toward G2. 8

The Academic Leadership Team will implement a data monitoring system, analyze and disseminate student performance data to teachers to identify students' strengths and weaknesses, and to focus interventions toward meeting the students' identified needs.

Person Responsible

Julie Grice

Schedule

Weekly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Improvement in student performance results; Increased quality of classroom instruction and alignment of student tasks/work to state standards; Instructional Review outcomes; Progress monitoring and benchmark assessment data; Weekly Academic Coaches meetings

Plan to Monitor Progress Toward G2. 8

Monitor staff vacancies in RHS

Person Responsible

Julie Grice

Schedule

Monthly, from 8/1/2017 to 8/31/2018

Evidence of Completion

RHS System

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

G098780

G1.B1 Teachers are reluctant to invite stakeholders into classrooms due to a lack of familiarity with the volunteer process/system. 2

B265836

G1.B1.S1 Implement supportive environment action plan, monitor monthly school data, and present findings at monthly SAC meetings and the quarterly Community Assessment Team (CAT) meetings. Educate teachers and other staff members on how to effectively use stakeholders in the classroom. 4

S281783

Strategy Rationale

To promote transparent communications amongst the school's stakeholders.

Action Step 1 5

Data and progress toward SIP goals will be shared with School Advisory Council during monthly meetings and quarterly with Community Assessment Team.

Person Responsible

Julie Grice

Schedule

Quarterly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Evidence of completion may include documentation from: meeting agendas, minutes, support materials, and sign-in sheets

Action Step 2 5

Train teachers on how to effectively use outside stakeholders and volunteers in the classroom.

Person Responsible

Julie Grice

Schedule

Quarterly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Data from school volunteer tracking system, agendas, training materials, volunteer feedback

Action Step 3 5

Train office staff on the expectations and providing support for volunteers.

Person Responsible

Schedule

Semiannually, from 8/1/2017 to 6/30/2018

Evidence of Completion

Data from school volunteer tracking system, agendas, training materials, volunteer feedback

Action Step 4 5

Utilize social media resources such as Twitter, Facebook, Instagram, etc. to provide the public with up to date information related to various campus activities, events, news, etc.

Person Responsible

Julie Grice

Schedule

Weekly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Social media postings and stakeholder survey data

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

Ensure a stream-lined system of communication and support exists amongst all the school's stakeholders, including volunteers, staff, parents, and students.

Person Responsible

Julie Grice

Schedule

Monthly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Documentation of meetings being held: agendas, handouts, sign-in sheets; advertisement of meeting in media; District level School Messenger phone calls to stakeholders; Adhering to the established meeting dates; Pre-determined responsibilities and roles of working staff to ensure accountability of all parties involved; Social media

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 resources are being shared within the school's departments appropriately.

Person Responsible

Julie Grice

Schedule

Monthly, from 8/1/2017 to 6/30/2018

Evidence of Completion

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

G1.B2 School culture 2

B265837

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

S281784

Strategy Rationale

To promote transparent communications among school's stakeholders

Action Step 1 5

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

Person Responsible

Julie Grice

Schedule

Monthly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Communications, flyers, programs, conference logs, sign-in sheets, and student data

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

To ensure the Parent Nights correlate to the needs and interests of all students, administration will oversee the coordination and planning of each parent night related to his/her area of responsibility to ensure the Parent Night activities are to the benefit of the students and community.

Person Responsible

Julie Grice

Schedule

Monthly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Documentation of meetings being held; agenda, handouts, sign-in sheets; Advertisement of meetings in media; District School Messenger phone calls to stakeholders; Adhering to the established meeting dates; Pre-determined responsibilities and roles of staff to ensure accountability of all parties involved; Social media postings.

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

Upon frequent review of the data, including but not limited to EWS, PBIS, discipline and academics, progress toward meeting the set goals will be documented, and the effectiveness of implementation will be monitored.

Person Responsible

Julie Grice

Schedule

Monthly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Documentation of meetings being held; agenda, handouts, sign-in sheets; Advertisement of meetings in media; District School Messenger phone calls to stakeholders; Adhering to the established meeting dates; Pre-determined responsibilities and roles of staff to ensure accountability of all parties involved

G2. Instructional staff will provide standards based instruction in all academic areas and will use data to make informed instructional decisions to differentiate standards based instruction to meet the individual student and subgroup needs. 1

G098781

G2.B1 The staff's knowledge in the use of standards and data to drive instructional decision-making and differentiate standards based instruction to meet the individual needs of students and student subgroups, varies significantly among the staff. 2

B265840

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

S281785

Strategy Rationale

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

Action Step 1 5

Differentiated Instruction PD will be provided to instructional staff. Follow up and support will be provided by academic coaches in the implementation of standards based Differentiated Instruction.

Person Responsible

Julie Grice

Schedule

Weekly, from 11/1/2017 to 6/30/2018

Evidence of Completion

Master Schedule, sign-in sheets, agendas, materials, and classroom walkthrough data

Action Step 2 5

Following the differentiated instruction PD the implementation of differentiated standards based instruction in all classrooms will be monitored and coaching plans implemented for teachers needing additional support.

Person Responsible

Julie Grice

Schedule

On 6/30/2018

Evidence of Completion

Master Schedule, sign-in sheets, agendas, materials, coaching logs, coaching plans, student work samples and classroom walkthrough data

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

Through frequent classroom visits by administration, evidence of differentiated, standards based instruction will be collected and data chats will be conducted with the staff to review the effectiveness of data driven instruction in the classroom.

Person Responsible

Julie Grice

Schedule

Weekly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Classroom observation data, Instructional Review outcomes, progress monitoring and assessment data, data chats with staff, coaching plans, and MTSS data

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 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 8/1/2017 to 6/30/2018

Evidence of Completion

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

G2.B1.S2 A team-based instructional schedule is being implemented for the 2017-18 school year. 4

 S281786

Strategy Rationale

The new scheduling plan for Lake Alfred-Addair Middle School provides two planning periods for teachers. Teachers are scheduled to have one professional development period and one planning period per day. Each teacher will be 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 individual work and preparation for teaching. The common planning periods allow for vertical articulation of course standards and cross-content planning to occur. Teachers also identify the content requirements needed for students to demonstrate proficiency of the standards.

Action Step 1 5

Build grade level team and subject area collaborative planning time into the master schedule.

Person Responsible

Britt Gross

Schedule

Weekly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Master Schedule

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

The administration will observe, monitor, and participate frequently in grade level and content area collaborative planning time.

Person Responsible

Julie Grice

Schedule

Weekly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Coaches' logs, sign-in sheets, materials, agendas, minutes, notes

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

Administration will review master schedule for appropriate course offerings and frequently monitor accuracy of student placements.

Person Responsible

Britt Gross

Schedule

Weekly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Master schedule, student schedules, and permanent records

G2.B1.S3 The instructional staff will be provided with training and strategies to assist them with delivering instruction aligned to the intended breadth and depth of the standard. 4

S281787

Strategy Rationale

Student proficiency will increase when instruction is provided at the intended depth and breadth of the standard.

Action Step 1 5

Standard-based Instruction PD will be provided to instructional staff. Follow up and support will be provided by academic coaches in the implementation of Standards Based Instruction.

Person Responsible

Julie Grice

Schedule

Weekly, from 8/1/2017 to 10/2/2017

Evidence of Completion

PD sign-in sheets, agendas, materials, and walk-through data

Action Step 2 5

Following the standards based instruction PD the implementation of standards based instruction in all classrooms will be monitored and coaching plans implemented for teachers needing additional support.

Person Responsible

Julie Grice

Schedule

Weekly, from 8/1/2017 to 6/1/2018

Evidence of Completion

Master schedule, sign-in sheets, agendas, materials, coaching logs, coaching plans, student work samples and classroom walk-through data

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Through frequent classroom visits by administration, evidence of differentiated, standards based instruction will be collected and data chats will be conducted with the staff to review the effectiveness of data driven instruction in the classroom.

Person Responsible

Julie Grice

Schedule

Weekly, from 8/1/2017 to 6/30/2018

Evidence of Completion

Classroom observation data, Instructional Review outcomes, progress monitoring and assessment data, data chats with staff, coaching plans, and MTSS data

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

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

Person Responsible

Schedule

Evidence of Completion

Lesson plans, collaborative planning notes, school-based professional development opportunities, walk-through data, progress monitoring data of sub-groups, student work samples and observations during classroom visits

G2.B1.S4 Provide extended learning opportunities to students to meet the needs of all learners **4**

 S281788

Strategy Rationale

Increase students success rate

Action Step 1 **5**

Students will be provided the opportunity to participate in extended learning

Person Responsible

Julie Grice

Schedule

Weekly, from 10/3/2017 to 8/31/2018

Evidence of Completion

Tutoring attendance sheets

Plan to Monitor Fidelity of Implementation of G2.B1.S4 **6**

Progress Monitoring

Person Responsible

Julie Grice

Schedule

Weekly, from 10/3/2017 to 8/31/2018

Evidence of Completion

Student ongoing assessments

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 **7**

Teachers special activity logs

Person Responsible

Schedule

Evidence of Completion

G2.B2 Teacher retention, turnover, and attendance **2**

 B265841

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

 S281789

Strategy Rationale

Staff who are both highly qualified and effective are imperative to the academic and behavioral development of the students.

Action Step 1 **5**

The school will work closely with Human Resource Services to recruit and retain highly qualified and highly effective teachers and paraprofessionals.

Person Responsible

Julie Grice

Schedule

Daily, from 8/1/2017 to 8/31/2018

Evidence of Completion

Communications, RHS reports

Action Step 2 **5**

The Leadership Team will provide differentiated mentoring and supports to staff.

Person Responsible

Julie Grice

Schedule

Daily, from 8/1/2017 to 6/30/2018

Evidence of Completion

Coaches' logs, coaching plans, sign-in sheets, materials, agendas, minutes, notes

Action Step 3 5

The school Leadership Team will work closely with SAC, CAT, parents, and community members to identify additional staff needs and additional resources.

Person Responsible

Julie Grice

Schedule

Daily, from 8/1/2017 to 6/30/2018

Evidence of Completion

Staff survey data, SAC and CAT meeting minutes, additional qualitative data collected throughout the school year.

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.

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

Julie Grice

Schedule

Weekly, from 8/1/2017 to 8/31/2018

Evidence of Completion

Interview Schedule, Emails, and 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 leads for unfilled positions.

Person Responsible

Julie Grice

Schedule

Daily, from 8/1/2017 to 8/31/2018

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
2018					
G2.B1.S3.MA1  M412379	During collaborative planning and classroom visits conducted by the school's Academic Leadership...		No Start Date	Lesson plans, collaborative planning notes, school-based professional development opportunities, walk-through data, progress monitoring data of sub-groups, student work samples and observations during classroom visits	No End Date one-time
G2.B1.S4.MA1  M412381	Teachers special activity logs		No Start Date		No End Date one-time
G2.B1.S3.A1  A380094	Standard-based Instruction PD will be provided to instructional staff. Follow up and support will...	Grice, Julie	8/1/2017	PD sign-in sheets, agendas, materials, and walk-through data	10/2/2017 weekly
G2.B1.S3.A2  A380095	Following the standards based instruction PD the implementation of standards based instruction in...	Grice, Julie	8/1/2017	Master schedule, sign-in sheets, agendas, materials, coaching logs, coaching plans, student work samples and classroom walk-through data	6/1/2018 weekly
G1.MA1  M412374	Data: attendance, discipline, and academics	Grice, Julie	8/1/2017	Implementation of routines and procedures to ensure the administrators are accessible to all stakeholders. Evidence of completion may include documentation from: Agendas, training schedules, meeting notes, updates, minutes, websites and/or web blogs, etc.	6/30/2018 biweekly
G2.MA1  M412385	The Academic Leadership Team will implement a data monitoring system, analyze and disseminate...	Grice, Julie	8/1/2017	Improvement in student performance results; Increased quality of classroom instruction and alignment of student tasks/work to state standards; Instructional Review outcomes; Progress monitoring and benchmark assessment data; Weekly Academic Coaches meetings	6/30/2018 weekly
G1.B1.S1.MA1  M412370	SAC and CAT committees will engage in data-based problem solving as part of a culture of continuous...	Grice, Julie	8/1/2017	Upon frequent review of data, including but not limited to EWS, PBIS, discipline, volunteers, and academics, progress toward meeting set goals will be monitored, documented, and communicated for fidelity of implementation.	6/30/2018 monthly
G1.B1.S1.MA1  M412371	Ensure a stream-lined system of communication and support exists amongst all the school's...	Grice, Julie	8/1/2017	Documentation of meetings being held: agendas, handouts, sign-in sheets; advertisement of meeting in media; District level School Messenger phone calls to stakeholders; Adhering to the established meeting dates; Pre-determined responsibilities and roles of working staff to ensure accountability of all parties involved; Social media	6/30/2018 monthly
G1.B1.S1.A1  A380086	Data and progress toward SIP goals will be shared with School Advisory Council during monthly...	Grice, Julie	8/1/2017	Evidence of completion may include documentation from: meeting agendas, minutes, support materials, and sign-in sheets	6/30/2018 quarterly
G1.B1.S1.A2  A380087	Train teachers on how to effectively use outside stakeholders and volunteers in the classroom.	Grice, Julie	8/1/2017	Data from school volunteer tracking system, agendas, training materials, volunteer feedback	6/30/2018 quarterly
G1.B1.S1.A3  A380088	Train office staff on the expectations and providing support for volunteers.		8/1/2017	Data from school volunteer tracking system, agendas, training materials, volunteer feedback	6/30/2018 semiannually

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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
G1.B1.S1.A4  A380089	Utilize social media resources such as Twitter, Facebook, Instagram, etc. to provide the public...	Grice, Julie	8/1/2017	Social media postings and stakeholder survey data	6/30/2018 weekly
G1.B2.S1.MA1  M412372	Upon frequent review of the data, including but not limited to EWS, PBIS, discipline and academics,...	Grice, Julie	8/1/2017	Documentation of meetings being held; agenda, handouts, sign-in sheets; Advertisement of meetings in media; District School Messenger phone calls to stakeholders; Adhering to the established meeting dates; Pre-determined responsibilities and roles of staff to ensure accountability of all parties involved	6/30/2018 monthly
G1.B2.S1.MA1  M412373	To ensure the Parent Nights correlate to the needs and interests of all students, administration...	Grice, Julie	8/1/2017	Documentation of meetings being held; agenda, handouts, sign-in sheets; Advertisement of meetings in media; District School Messenger phone calls to stakeholders; Adhering to the established meeting dates; Pre-determined responsibilities and roles of staff to ensure accountability of all parties involved; Social media postings.	6/30/2018 monthly
G1.B2.S1.A1  A380090	A schedule has been created for teacher led parent involvement and parent-teacher conference nights...	Grice, Julie	8/1/2017	Communications, flyers, programs, conference logs, sign-in sheets, and student data	6/30/2018 monthly
G2.B1.S1.MA1  M412375	During collaborative planning and classroom visits conducted by the school's Academic Leadership...	Grice, Julie	8/1/2017	Lesson plans, collaborative planning notes, school-based professional development opportunities, progress monitoring data, student work samples, and observations during classroom visits	6/30/2018 weekly
G2.B1.S1.MA1  M412376	Through frequent classroom visits by administration, evidence of differentiated, standards based...	Grice, Julie	8/1/2017	Classroom observation data, Instructional Review outcomes, progress monitoring and assessment data, data chats with staff, coaching plans, and MTSS data	6/30/2018 weekly
G2.B1.S1.A1  A380091	Differentiated Instruction PD will be provided to instructional staff. Follow up and support will...	Grice, Julie	11/1/2017	Master Schedule, sign-in sheets, agendas, materials, and classroom walkthrough data	6/30/2018 weekly
G2.B1.S1.A2  A380092	Following the differentiated instruction PD the implementation of differentiated standards based...	Grice, Julie	8/1/2017	Master Schedule, sign-in sheets, agendas, materials, coaching logs, coaching plans, student work samples and classroom walkthrough data	6/30/2018 one-time
G2.B2.S1.A2  A380098	The Leadership Team will provide differentiated mentoring and supports to staff.	Grice, Julie	8/1/2017	Coaches' logs, coaching plans, sign-in sheets, materials, agendas, minutes, notes	6/30/2018 daily
G2.B2.S1.A3  A380099	The school Leadership Team will work closely with SAC, CAT, parents, and community members to...	Grice, Julie	8/1/2017	Staff survey data, SAC and CAT meeting minutes, additional qualitative data collected throughout the school year.	6/30/2018 daily
G2.B1.S2.MA1  M412377	Administration will review master schedule for appropriate course offerings and frequently monitor...	Gross, Britt	8/1/2017	Master schedule, student schedules, and permanent records	6/30/2018 weekly
G2.B1.S2.MA1  M412378	The administration will observe, monitor, and participate frequently in grade level and content...	Grice, Julie	8/1/2017	Coaches' logs, sign-in sheets, materials, agendas, minutes, notes	6/30/2018 weekly
G2.B1.S2.A1  A380093	Build grade level team and subject area collaborative planning time into the master schedule.	Gross, Britt	8/1/2017	Master Schedule	6/30/2018 weekly
G2.B1.S3.MA1  M412380	Through frequent classroom visits by administration, evidence of differentiated, standards based...	Grice, Julie	8/1/2017	Classroom observation data, Instructional Review outcomes, progress monitoring and assessment	6/30/2018 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
				data, data chats with staff, coaching plans, and MTSS data	
G2.MA2 M412386	Monitor staff vacancies in RHS	Grice, Julie	8/1/2017	RHS System	8/31/2018 monthly
G2.B2.S1.MA1 M412383	The administrative team will monitor the number of vacancies frequently and continue to actively...	Grice, Julie	8/1/2017	Number of vacancies; reduction in teacher attrition	8/31/2018 daily
G2.B2.S1.MA1 M412384	Weekly communication will take place between school-based leadership and district leadership...	Grice, Julie	8/1/2017	Interview Schedule, Emails, and RHS documentation	8/31/2018 weekly
G2.B2.S1.A1 A380097	The school will work closely with Human Resource Services to recruit and retain highly qualified...	Grice, Julie	8/1/2017	Communications, RHS reports	8/31/2018 daily
G2.B1.S4.MA1 M412382	Progress Monitoring	Grice, Julie	10/3/2017	Student ongoing assessments	8/31/2018 weekly
G2.B1.S4.A1 A380096	Students will be provided the opportunity to participate in extended learning	Grice, Julie	10/3/2017	Tutoring attendance sheets	8/31/2018 weekly

V. Professional Development Opportunities

Professional development 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.B1 Teachers are reluctant to invite stakeholders into classrooms due to a lack of familiarity with the volunteer process/system.

G1.B1.S1 Implement supportive environment action plan, monitor monthly school data, and present findings at monthly SAC meetings and the quarterly Community Assessment Team (CAT) meetings. Educate teachers and other staff members on how to effectively use stakeholders in the classroom.

PD Opportunity 1

Train teachers on how to effectively use outside stakeholders and volunteers in the classroom.

Facilitator

Volunteer coordinator and Administrative Team

Participants

Teachers

Schedule

Quarterly, from 8/1/2017 to 6/30/2018

PD Opportunity 2

Train office staff on the expectations and providing support for volunteers.

Facilitator

Volunteer coordinator and Administrative Team

Participants

Office staff

Schedule

Semiannually, from 8/1/2017 to 6/30/2018

G2. Instructional staff will provide standards based instruction in all academic areas and will use data to make informed instructional decisions to differentiate standards based instruction to meet the individual student and subgroup needs.

G2.B1 The staff's knowledge in the use of standards and data to drive instructional decision-making and differentiate standards based instruction to meet the individual needs of students and student subgroups, varies significantly among the staff.

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

PD Opportunity 1

Differentiated Instruction PD will be provided to instructional staff. Follow up and support will be provided by academic coaches in the implementation of standards based Differentiated Instruction.

Facilitator

Academic Coaches and Administrative Team

Participants

Instructional Staff

Schedule

Weekly, from 11/1/2017 to 6/30/2018

G2.B1.S2 A team-based instructional schedule is being implemented for the 2017-18 school year.

PD Opportunity 1

Build grade level team and subject area collaborative planning time into the master schedule.

Facilitator

Administrative Team and Academic Coaches

Participants

Instructional Staff

Schedule

Weekly, from 8/1/2017 to 6/30/2018

G2.B1.S3 The instructional staff will be provided with training and strategies to assist them with delivering instruction aligned to the intended breadth and depth of the standard.

PD Opportunity 1

Standard-based Instruction PD will be provided to instructional staff. Follow up and support will be provided by academic coaches in the implementation of Standards Based Instruction.

Facilitator

School Based Leadership team, School Based Coaches, and Personnel from the Office of Acceleration and Innovation

Participants

Instructional Staff

Schedule

Weekly, from 8/1/2017 to 10/2/2017

G2.B2 Teacher retention, turnover, and attendance

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

PD Opportunity 1

The Leadership Team will provide differentiated mentoring and supports to staff.

Facilitator

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

Participants

Staff

Schedule

Daily, from 8/1/2017 to 6/30/2018

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 teacher led evening activities throughout the school year designed to foster community and family engagements and relationships.

TA Opportunity 1

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

Facilitator

Leadership Team

Participants

Students, parents, teachers, community members, and other stakeholders

Schedule

Monthly, from 8/1/2017 to 6/30/2018

G2. Instructional staff will provide standards based instruction in all academic areas and will use data to make informed instructional decisions to differentiate standards based instruction to meet the individual student and subgroup needs.

G2.B1 The staff's knowledge in the use of standards and data to drive instructional decision-making and differentiate standards based instruction to meet the individual needs of students and student subgroups, varies significantly among the staff.

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

TA Opportunity 1

Following the differentiated instruction PD the implementation of differentiated standards based instruction in all classrooms will be monitored and coaching plans implemented for teachers needing additional support.

Facilitator

Academic Coaches and Administrative Team

Participants

Instructional Staff

Schedule

On 6/30/2018

G2.B1.S3 The instructional staff will be provided with training and strategies to assist them with delivering instruction aligned to the intended breadth and depth of the standard.

TA Opportunity 1

Following the standards based instruction PD the implementation of standards based instruction in all classrooms will be monitored and coaching plans implemented for teachers needing additional support.

Facilitator

School Leadership Team and Administration

Participants

Instructional staff

Schedule

Weekly, from 8/1/2017 to 6/1/2018

G2.B2 Teacher retention, turnover, and attendance

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

TA Opportunity 1

The school will work closely with Human Resource Services to recruit and retain highly qualified and highly effective teachers and paraprofessionals.

Facilitator

Administrative Team

Participants

Staff

Schedule

Daily, from 8/1/2017 to 8/31/2018

VII. Budget

1	G1.B1.S1.A1	Data and progress toward SIP goals will be shared with School Advisory Council during monthly meetings and quarterly with Community Assessment Team.				\$0.00
2	G1.B1.S1.A2	Train teachers on how to effectively use outside stakeholders and volunteers in the classroom.				\$0.00
3	G1.B1.S1.A3	Train office staff on the expectations and providing support for volunteers.				\$0.00
4	G1.B1.S1.A4	Utilize social media resources such as Twitter, Facebook, Instagram, etc. to provide the public with up to date information related to various campus activities, events, news, etc.				\$0.00
5	G1.B2.S1.A1	A schedule has been created for teacher led parent involvement and parent-teacher conference nights with identified topics that correlate to the needs and interests of all students.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	1662 - Lake Alfred Polytech Academy	Title, I Part A		\$3,500.00
6	G2.B1.S1.A1	Differentiated Instruction PD will be provided to instructional staff. Follow up and support will be provided by academic coaches in the implementation of standards based Differentiated Instruction.				\$185,011.20
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	1662 - Lake Alfred Polytech Academy	Title, I Part A		\$6,963.20
	6400	130-Other Certified Instructional Personnel	1662 - Lake Alfred Polytech Academy	UniSIG	2.0	\$95,350.00

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	6400	220-Social Security	1662 - Lake Alfred Polytech Academy	UniSIG	2.0	\$7,294.00
	6400	210-Retirement	1662 - Lake Alfred Polytech Academy	UniSIG	2.0	\$7,552.00
	6400	231-Health and Hospitalization	1662 - Lake Alfred Polytech Academy	UniSIG	2.0	\$12,280.00
	6400	232-Life Insurance	1662 - Lake Alfred Polytech Academy	UniSIG	2.0	\$38.00
	6400	240-Workers Compensation	1662 - Lake Alfred Polytech Academy	UniSIG	2.0	\$534.00
	6400	310-Professional and Technical Services	1662 - Lake Alfred Polytech Academy	UniSIG		\$30,000.00
<i>Notes: Marzano's LSI Training - Consultant</i>						
	6400	120-Classroom Teachers	1662 - Lake Alfred Polytech Academy	UniSIG		\$15,000.00
<i>Notes: Marzano's LSI Training - teacher stipends</i>						
	6400	310-Professional and Technical Services	1662 - Lake Alfred Polytech Academy	UniSIG		\$5,000.00
<i>Notes: Marzano's LSI Training - substitutes for instructional staff to attend PD</i>						
	6400	330-Travel	1662 - Lake Alfred Polytech Academy	UniSIG		\$5,000.00
<i>Notes: Marzano's LSI Training - mileage for instructional staff to travel to PD roundtrip</i>						
7	G2.B1.S1.A2	Following the differentiated instruction PD the implementation of differentiated standards based instruction in all classrooms will be monitored and coaching plans implemented for teachers needing additional support.				\$0.00
8	G2.B1.S2.A1	Build grade level team and subject area collaborative planning time into the master schedule.				\$0.00
9	G2.B1.S3.A1	Standard-based Instruction PD will be provided to instructional staff. Follow up and support will be provided by academic coaches in the implementation of Standards Based Instruction.				\$6,963.20
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	1662 - Lake Alfred Polytech Academy	Title, I Part A		\$6,963.20
10	G2.B1.S3.A2	Following the standards based instruction PD the implementation of standards based instruction in all classrooms will be monitored and coaching plans implemented for teachers needing additional support.				\$6,963.20
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	1662 - Lake Alfred Polytech Academy	Title, I Part A		\$6,963.20
11	G2.B1.S4.A1	Students will be provided the opportunity to participate in extended learning				\$16,960.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

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	5900	120-Classroom Teachers	1662 - Lake Alfred Polytech Academy	UniSIG		\$14,604.00
			<i>Notes: Extended Learning Stipends for teachers</i>			
	5900	210-Retirement	1662 - Lake Alfred Polytech Academy	UniSIG		\$1,161.00
			<i>Notes: Extended Learning Stipends for teachers</i>			
	5900	220-Social Security	1662 - Lake Alfred Polytech Academy	UniSIG		\$1,113.00
			<i>Notes: Extended Learning Stipends for teachers</i>			
	5900	240-Workers Compensation	1662 - Lake Alfred Polytech Academy	UniSIG		\$82.00
			<i>Notes: Extended Learning Stipends for teachers</i>			
12	G2.B2.S1.A1	The school will work closely with Human Resource Services to recruit and retain highly qualified and highly effective teachers and paraprofessionals.				\$0.00
13	G2.B2.S1.A2	The Leadership Team will provide differentiated mentoring and supports to staff.				\$0.00
14	G2.B2.S1.A3	The school Leadership Team will work closely with SAC, CAT, parents, and community members to identify additional staff needs and additional resources.				\$255,551.98
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	130-Other Certified Instructional Personnel	1662 - Lake Alfred Polytech Academy	Title, I Part A		\$67,785.97
			<i>Notes: Behavior Interventionist</i>			
	5100	130-Other Certified Instructional Personnel	1662 - Lake Alfred Polytech Academy	Title, I Part A		\$89,967.15
			<i>Notes: Student Success Coach</i>			
	5900	644-Computer Hardware Non-Capitalized	1662 - Lake Alfred Polytech Academy	Title, I Part A		\$20,797.28
			<i>Notes: LEGO Robotics Kits for Saturday and after school extended learning program.</i>			
	5900	644-Computer Hardware Non-Capitalized	1662 - Lake Alfred Polytech Academy	Title, I Part A		\$21,000.00
			<i>Notes: 3D Printers for before and after school extended learning programs.</i>			
	6150	150-Aides	1662 - Lake Alfred Polytech Academy	Title, I Part A		\$2,438.73
			<i>Notes: Special Activity payroll for paras under the direction of a certified teacher for Parent Involvement Nights.</i>			
	5900	150-Aides	1662 - Lake Alfred Polytech Academy	Title, I Part A		\$5,225.85
			<i>Notes: Special Activity payroll for paras under the direction of a certified teacher for Extended Learning events.</i>			
	5900	510-Supplies	1662 - Lake Alfred Polytech Academy	Title, I Part A		\$6,000.00
			<i>Notes: Supplies for Extended Learning events</i>			

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	5100	510-Supplies	1662 - Lake Alfred Polytech Academy	Title, I Part A		\$2,000.00
			<i>Notes: Guided reading supplies</i>			
	7800	790-Miscellaneous Expenses	1662 - Lake Alfred Polytech Academy	Title, I Part A		\$2,000.00
			<i>Notes: Transportation services for Summer Extended Learning</i>			
	5100	510-Supplies	1662 - Lake Alfred Polytech Academy	UniSIG		\$38,337.00
			<i>Notes: Supplies and Classroom Libraries</i>			
					Total:	\$474,949.58