

Polk County Public Schools

# Lake Alfred Elementary School



8-Step problem solving step zero school students strategic goals college and career planning and involvement public and mission vision instruction improvement increased achievement and family and community involvement teaching resources assessment needs effective leadership strategies ambitious supportive environment

## 2017-18 Schoolwide Improvement Plan

## Lake Alfred Elementary School

550 CUMMINGS ST E, Lake Alfred, FL 33850

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

### School Demographics

| School Type and Grades Served<br>(per MSID File) | 2016-17 Title I School | 2016-17 Economically Disadvantaged (FRL) Rate<br>(as reported on Survey 3) |
|--|------------------------|--|
| Elementary School<br>PK-5                        | Yes                    | 100%   |
| Primary Service Type<br>(per MSID File)          | Charter School         | 2018-19 Minority Rate<br>(Reported as Non-white<br>on Survey 2)            |
| K-12 General Education                           | No                     | 67%  |

### School Grades History

| Year  | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|-------|---------|---------|---------|---------|
| Grade | C       | C       | B*      | C       |

\*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 Elementary School

| 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.

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

##### b. Provide the school's vision statement.

Vision:

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

Motto: "Learners Achieving Excellence - LAE"

#### 2. School Environment

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

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

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

A school-wide behavior plan (CHAMPS) has been created that encourages students to respect their peers and the staff. Students recite the School Pledge each morning to help them start their day off with a positive attitude. Teachers are encouraged to provide positive praise throughout the day. This helps students feel safe and respected on campus. We use the Precious not Prickly curriculum for character education.

##### 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.

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

##### 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.

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

### 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)(I).

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

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

#### 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     | 22          | 16 | 22 | 17 | 15 | 19 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 111 |
| One or more suspensions         | 5           | 0  | 7  | 6  | 13 | 47 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 78  |
| Course failure in ELA or Math   | 20          | 20 | 31 | 48 | 18 | 30 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 167 |
| Level 1 on statewide assessment | 0           | 0  | 0  | 30 | 20 | 38 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 88  |

*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 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0  | 0  | 0     | 3 |

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

Students who are not performing at grade level expectations receive interventions during the school day including Reflex, TenMarks, tutoring, TIR, I-Station, Americorps and small group instruction. Additionally, students are given the opportunity to participate in tutoring before and after school for both reading and math. We also offer Saturday camps. Those students listed on the early warning system are given top priority in placement.

## 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 available at the school site.

## **2. Description**

50% of our student's parents will participate in parent activities hosted by our school.

90% of our parents will have updated information in our Parent Portal program to receive E-Connect notifications.

## **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.**

We use our SAC committee and our PTO to assist us in reaching out to local businesses for donations. By using this method, we are able to elicit more support. Our leadership team also participates in community events such as the Chamber of Commerce Outreach Meetings. All donations are utilized for resources and materials to enhance and increase student achievement.

We will work with the folks at the Mackay Estates (Gardens) to create curriculum designed to provide hands on science labs. Once established our students will do "walking" field trips to experience the gardens and all the learning it has to offer. Also, we will work with the volunteers at CenterState bank to provide specific tutoring to K-2 graders.

Title I, Part A Title I, Part A, funds school-wide services to Lake Alfred Elementary. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. This program supports after-school and summer instructional programs, supplemental instructional materials, resource teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title II Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available.

Title III Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C.

An Early Learning program is located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. The teacher may participate in professional learning opportunities offered to school staff, and they are involved in Professional Learning Community activities with kindergarten teachers. Parents of Early Learning students are invited to participate in parent workshops and activities provided by the school.

Americorps - Provides small group tutoring to our struggling learners.

## **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               |
|-------------------|---------------------|
| Burkett, Matt     | Principal           |
| Wilson, Faye      | Assistant Principal |
| Davis, Stacy      | Instructional Media |
| Gotay, Mariam     | Paraprofessional    |
| Crowley, Jennifer | Instructional Coach |
| Sparr, Kasie      | Instructional Coach |

#### b. Duties

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

The assistant principal monitors reading and math probes for progress monitoring.

The reading/math coach provides accountability sheets to assist in tracking data

The reading/math coach ensures that each student in need of extra support (tutoring, supplemental interventions) are available for the student.

The guidance counselor provides support in data trends and possible interventions along with teachers input.

**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.**

Using current progress monitoring data, the lowest performing students are identified. Teachers use the data to drill down students' needs and progress monitor through small group instruction and performance. The students' performance is tracked with interventions on the Tier 2 plan every 4 weeks. Teachers document improvements and concerns through monthly data chats with leadership team. Leadership team provides support,(i.e. tutoring, small group instruction, and curriculum interventions).

Title I funds will be used to fund the following:

Before and after school tutoring

To pay salaries for paraprofessionals, Title I Coordinator and Reading/Math Coach salary

Supplemental instructional support and materials

Tutors

professional development

Additional Para used for tutoring

Software as needed

Materials and equipment

Library materials

Agendas

#### 2. School Advisory Council (SAC)

##### a. Membership

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

| Name            | Stakeholder Group          |
|-----------------|----------------------------|
| Matt Burkett    | Principal                  |
| Stacey Fountain | Business/Community         |
| Faye Wilson     | Education Support Employee |
| Debra Melton    | Parent                     |
| Aretha Sankey   | Business/Community         |
| Mariam Gotay    | Education Support Employee |
| Rob Terry       | Business/Community         |
| Rosalee Hayes   | Parent                     |
| Monica Stephens | Teacher                    |
| Jessica Rice    | Parent                     |
| Wagner Angeles  | Teacher                    |
| Norma Rodriguez | Teacher                    |

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

*b. Development of this school improvement plan*

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

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

The SAC committee reviews and approves various budget's with in the school. They spend the allocation provided to them by the state on the greatest needs of the students.

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

All Lottery funds are utilized for technology and/or supplies and materials that directly impact student learning.

**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               |
|-------------------|---------------------|
| Burkett, Matt     | Principal           |
| Wilson, Faye      | Assistant Principal |
| Davis, Stacy      | Instructional Media |
| Crowley, Jennifer | Instructional Coach |

**b. Duties**

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

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

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

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

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

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

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

**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.**

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

**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.**

Teachers provide grade level common assessments for reading and math to their students. The results are recorded on Data Sheets. The leadership team meets with teachers on a monthly basis to review and discuss this data. During the meeting, strategies are provided to teachers to assist them with increasing student achievement. Intensive small group instruction (iii) during reading and math blocks. During this time, teachers and support staff work with below level students. Multiple supports are in place to offer additional learning (before school, after school, Saturdays.)

**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:** 6,750

Below level students will have priority access to our computer lab in the morning which will be open from 7:00-7:45 for all students. Students will use instructional software such as, Reflex, TenMarks, and Istation, for both remediation and acceleration.

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Wilson, Faye, faye.wilson@polk-fl.net

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

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

**Strategy:** Weekend Program

**Minutes added to school year:** 960

Saturday Learning Academies will provide additional instruction in the areas of math, ELA, and science.

**Strategy Rationale**

FSA scores show a need to get more students to reach proficiency. There will be an emphasis on math instruction based on our low math gains for 4th and 5th grades.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Burkett, Matt, matt.burkett@polk-fl.net

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

We will use iStation and Star to influence learning during the school year and the FSA learning gain data will be used to determine effectiveness.

**Strategy:** After School Program

**Minutes added to school year:** 7,200

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

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

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

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

## 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.**

Each year the school host Kindergarten round up where Pre –K students and parents come and visit the classrooms, meet the teachers, and participate in a brief screening so parents can see what areas they will need to review prior to entrance into Kindergarten. Our feeder schools present their programs to our 5th graders in an assembly.

**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.**

NA

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

NA

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

NA

**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.**

NA

## 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.

Strengths- most of the staff is training on Math Baits, overall bullying has decreased  
Weaknesses- Reading Proficiency is below 50%, ELL and ESE subgroups,

## 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.

Differentiated Reading Instruction needs to be increased along with small group instruction to focus on individualized student need. Reading instruction was more whole group and this year's focus will be digging deeper into individualized instruction and working on small groups daily. Science was a weakness and directly tied to the low readers that we need to focus on this year. In addition, we need to focus more on integrating science into the reading and math content in the lower grades, to support science even more before students get to 5th grade. We need to concentrate our supports on our ELL and ESE subgroups.

## C. Strategic Goals

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal                    **B** = Barrier                    **S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

### Strategic Goals Summary

- G1.** If all teachers implement Champs and PBS then first time office referrals will decrease by 10%.
- G2.** If all teachers implement highly effective instruction, aligned to the rigor of the standards, then student reading proficiency will increase by 5%.
- G3.** If all teachers implement highly effective instruction, aligned to the rigor of the standards, then math proficiency will increase by 5%.

### 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. If all teachers implement Champs and PBS then first time office referrals will decrease by 10%. 1a

 G098858

**Targets Supported** 1b

| Indicator            | Annual Target |
|----------------------|---------------|
| FSAA ELA Achievement | 57.0          |

**Targeted Barriers to Achieving the Goal** 3

- Inconsistent implementation of Champs and Precious not Prickly

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

- Precious Not Prickly materials and additional character ed books.

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

Office referrals will be monitored and percents shared with teachers.

**Person Responsible**

Faye Wilson

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Teacher referral rates will be monitored and correlated to the number of hedges posted.

**G2.** If all teachers implement highly effective instruction, aligned to the rigor of the standards, then student reading proficiency will increase by 5%. **1a**

 G098859

**Targets Supported** **1b**

| Indicator           | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 52.0          |

**Targeted Barriers to Achieving the Goal** **3**

- Teachers need clear understanding and an easy process to use data to drive instruction.

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

- Reading Wonders- Core Curriculum Wonder Works Istation for progress monitoring leveled readers curriculum maps Bottom 25% Support tutoring Instructional Coach support ELA shift support

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

Monthly Data Chats

**Person Responsible**

Faye Wilson

**Schedule**

Monthly, from 8/3/2017 to 5/25/2018

**Evidence of Completion**

STAR, Istation, AR goals, EOY FSA data

**G3.** If all teachers implement highly effective instruction, aligned to the rigor of the standards, then math proficiency will increase by 5%. **1a**

 G098860

**Targets Supported** **1b**

| Indicator                   | Annual Target |
|-----------------------------|---------------|
| FSA Mathematics Achievement | 56.0          |

**Targeted Barriers to Achieving the Goal** **3**

- Students lack basic math facts necessary for current instruction.

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

- Common Core Go Math, Reflex, Ten Marks, Instructional coach

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

Istation) and Star Math data will be closely monitored.

**Person Responsible**

Matt Burkett

**Schedule**

Quarterly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Student growth on Star and Istation.

## 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.** If all teachers implement Champs and PBS then first time office referrals will decrease by 10%. **1**

 G098858

**G1.B2** Inconsistent implementation of Champs and Precious not Prickly **2**

 B266097

**G1.B2.S1** Teachers will be trained to consistently use Champs and Precious. **4**

 S282032

### Strategy Rationale

Student discipline will diminish and achievement will increase.

### Action Step 1 **5**

Media Specialist will teach Precious not Prickly curriculum to all students.

### Person Responsible

Stacy Davis

### Schedule

Weekly, from 8/14/2017 to 5/31/2018

### Evidence of Completion

Media Time will be built into the master schedule.

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

Classroom walkthroughs

### **Person Responsible**

Faye Wilson

### **Schedule**

Weekly, from 8/14/2017 to 6/1/2018

### ***Evidence of Completion***

Journey Data (classroom environment)

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

Teachers will post hedgies in their classrooms...showing positive student behaviors displayed.

### **Person Responsible**

Faye Wilson

### **Schedule**

Semiannually, from 8/21/2017 to 5/31/2018

### ***Evidence of Completion***

Posted hedgies

**G2.** If all teachers implement highly effective instruction, aligned to the rigor of the standards, then student reading proficiency will increase by 5%. 1

 G098859

**G2.B5** Teachers need clear understanding and an easy process to use data to drive instruction. 2

 B266102

**G2.B5.S1** Professional development on how to use iStation data and tools to drive instruction 4

 S282035

### **Strategy Rationale**

The rigor of the standards will be reached by using the data.

### **Action Step 1** 5

All teachers will receive training on how to use the iStation data to drive instruction and teach the rigor of the standards.

#### **Person Responsible**

Jennifer Crowley

#### **Schedule**

Quarterly, from 8/7/2017 to 5/31/2018

#### **Evidence of Completion**

In service sign in sheets

### **Plan to Monitor Fidelity of Implementation of G2.B5.S1** 6

Teachers will use monthly iStation data to make necessary changes to instruction.

#### **Person Responsible**

Jennifer Crowley

#### **Schedule**

Monthly, from 9/29/2017 to 6/1/2018

#### **Evidence of Completion**

Lesson plans, Monthly iStation reports,

**Plan to Monitor Effectiveness of Implementation of G2.B5.S1** 7

Classroom Walkthroughs

**Person Responsible**

Faye Wilson

**Schedule**

Weekly, from 9/29/2017 to 6/1/2018

***Evidence of Completion***

All student growth data, walkthrough forms

**G3.** If all teachers implement highly effective instruction, aligned to the rigor of the standards, then math proficiency will increase by 5%. 1

 G098860

**G3.B1** Students lack basic math facts necessary for current instruction. 2

 B266103

**G3.B1.S1** Allow opportunities for students to learn and practice basic math facts in order to solve higher order thinking problems. 4

 S282036

### **Strategy Rationale**

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

### **Action Step 1** 5

Use Reflex, TenMarks, and iStation to assist students in learning basic math skills and math fluency.

#### **Person Responsible**

Kasie Sparr

#### **Schedule**

Daily, from 8/14/2017 to 5/31/2018

#### **Evidence of Completion**

District and/or teacher made formative assessments

### **Action Step 2** 5

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

#### **Person Responsible**

Kasie Sparr

#### **Schedule**

Daily, from 8/14/2017 to 5/31/2018

#### **Evidence of Completion**

math journals will be accessible during walkthroughs

**Action Step 3** 5

Teachers will differentiate math instruction using various math centers.

**Person Responsible**

Kasie Sparr

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Formative assessments Istation, Star math

**Action Step 4** 5

Teachers will implement "Math Baits" strategies.

**Person Responsible**

Kasie Sparr

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

Sign in sheets/ Agenda, class walkthroughs, iReady data

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

Program use of time reports will be utilized to be sure students are getting the amount of time required to show growth.

**Person Responsible**

Kasie Sparr

**Schedule**

Monthly, from 8/14/2017 to 5/31/2018

**Evidence of Completion**

For Istation the recommended times of 30,60, 90 minutes will be followed

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

Class walkthroughs will focus on observing use of math journals.

### **Person Responsible**

Faye Wilson

### **Schedule**

Monthly, from 8/14/2017 to 5/31/2018

### **Evidence of Completion**

Walkthrough data forms

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

Instructional coaching will occur during small group instruction with specific feedback provided to teachers.

### **Person Responsible**

Kasie Sparr

### **Schedule**

Weekly, from 8/14/2017 to 5/31/2018

### **Evidence of Completion**

Coaching log

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

Coaching will take place during "math baits" instruction with specific feedback provided to teachers.

### **Person Responsible**

Kasie Sparr

### **Schedule**

Weekly, from 8/14/2017 to 5/31/2018

### **Evidence of Completion**

Coaching log

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

All data sources (IStation/Star) will be monitored and supports will be in place for students who may be under-performing

### **Person Responsible**

Faye Wilson

### **Schedule**

Monthly, from 8/14/2017 to 5/31/2018

### ***Evidence of Completion***

Istation and Star, Performance matters

#### IV. Implementation Timeline

| Source  | Task, Action Step or Monitoring Activity   | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/End Date      |
|---|--|-------------------|-------------------------------|--|------------------------|
| <b>2018</b>   |  |                   |                               |  |                        |
| G2.MA1<br> M412919         | Monthly Data Chats   | Wilson, Faye      | 8/3/2017                      | STAR, iStation, AR goals, EOY FSA data   | 5/25/2018 monthly      |
| G1.MA1<br> M412910         | Office referrals will be monitored and percents shared with teachers.                                  | Wilson, Faye      | 8/14/2017                     | Teacher referral rates will be monitored and correlated to the number of hedgies posted. | 5/31/2018 monthly      |
| G3.MA1<br> M412925         | iStation) and Star Math data will be closely monitored.  | Burkett, Matt     | 8/14/2017                     | Student growth on Star and iStation.   | 5/31/2018 quarterly    |
| G1.B2.S1.MA1<br> M412908   | Teachers will post hedgies in their classrooms...showing positive student behaviors displayed.         | Wilson, Faye      | 8/21/2017                     | Posted hedgies   | 5/31/2018 semiannually |
| G1.B2.S1.A1<br> A380558    | Media Specialist will teach Precious not Prickly curriculum to all students.                           | Davis, Stacy      | 8/14/2017                     | Media Time will be built into the master schedule.                                       | 5/31/2018 weekly       |
| G2.B5.S1.A1<br> A380562    | All teachers will receive training on how to use the iStation data to drive instruction and teach...   | Crowley, Jennifer | 8/7/2017                      | In service sign in sheets  | 5/31/2018 quarterly    |
| G3.B1.S1.MA1<br> M412920   | All data sources (iStation/Star) will be monitored and supports will be in place for students who...   | Wilson, Faye      | 8/14/2017                     | iStation and Star, Performance matters   | 5/31/2018 monthly      |
| G3.B1.S1.MA1<br> M412921   | Program use of time reports will be utilized to be sure students are getting the amount of time...     | Sparr, Kasie      | 8/14/2017                     | For iStation the recommended times of 30,60, 90 minutes will be followed                 | 5/31/2018 monthly      |
| G3.B1.S1.MA4<br> M412922   | Class walkthroughs will focus on observing use of math journals.                                       | Wilson, Faye      | 8/14/2017                     | Walkthrough data forms   | 5/31/2018 monthly      |
| G3.B1.S1.MA5<br> M412923 | Instructional coaching will occur during small group instruction with specific feedback provided to... | Sparr, Kasie      | 8/14/2017                     | Coaching log   | 5/31/2018 weekly       |
| G3.B1.S1.MA6<br> M412924 | Coaching will take place during "math baits" instruction with specific feedback provided to...         | Sparr, Kasie      | 8/14/2017                     | Coaching log   | 5/31/2018 weekly       |
| G3.B1.S1.A1<br> A380563  | Use Reflex, TenMarks, and iStation to assist students in learning basic math skills and math...        | Sparr, Kasie      | 8/14/2017                     | District and/or teacher made formative assessments                                       | 5/31/2018 daily        |
| G3.B1.S1.A2<br> A380564  | Students will keep math journals to justify their response, learn what their misconceptions are,....   | Sparr, Kasie      | 8/14/2017                     | math journals will be accessible during walkthroughs                                     | 5/31/2018 daily        |
| G3.B1.S1.A3<br> A380565  | Teachers will differentiate math instruction using various math centers.                               | Sparr, Kasie      | 8/14/2017                     | Formative assessments iStation, Star math  | 5/31/2018 daily        |
| G3.B1.S1.A4<br> A380566  | Teachers will implement "Math Baits" strategies.   | Sparr, Kasie      | 8/14/2017                     | Sign in sheets/ Agenda, class walkthroughs, iReady data                                  | 5/31/2018 daily        |
| G1.B2.S1.MA1<br> M412909 | Classroom walkthroughs   | Wilson, Faye      | 8/14/2017                     | Journey Data (classroom environment)   | 6/1/2018 weekly        |
| G2.B5.S1.MA1<br> M412917 | Classroom Walkthroughs   | Wilson, Faye      | 9/29/2017                     | All student growth data, walkthrough forms   | 6/1/2018 weekly        |
| G2.B5.S1.MA1<br> M412918 | Teachers will use monthly iStation data to make necessary changes to instruction.                      | Crowley, Jennifer | 9/29/2017                     | Lesson plans, Monthly iStation reports,  | 6/1/2018 monthly       |

## V. Professional Development Opportunities

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

**G1.** If all teachers implement Champs and PBS then first time office referrals will decrease by 10%.

**G1.B2** Inconsistent implementation of Champs and Precious not Prickly

**G1.B2.S1** Teachers will be trained to consistently use Champs and Precious.

### **PD Opportunity 1**

Media Specialist will teach Precious not Prickly curriculum to all students.

#### **Facilitator**

Faye Wilson

#### **Participants**

All teachers

#### **Schedule**

Weekly, from 8/14/2017 to 5/31/2018

**G2.** If all teachers implement highly effective instruction, aligned to the rigor of the standards, then student reading proficiency will increase by 5%.

**G2.B5** Teachers need clear understanding and an easy process to use data to drive instruction.

**G2.B5.S1** Professional development on how to use iStation data and tools to drive instruction

### **PD Opportunity 1**

All teachers will receive training on how to use the iStation data to drive instruction and teach the rigor of the standards.

#### **Facilitator**

Jennifer Crowley

#### **Participants**

All teachers

#### **Schedule**

Quarterly, from 8/7/2017 to 5/31/2018

**G3.** If all teachers implement highly effective instruction, aligned to the rigor of the standards, then math proficiency will increase by 5%.

**G3.B1** Students lack basic math facts necessary for current instruction.

**G3.B1.S1** Allow opportunities for students to learn and practice basic math facts in order to solve higher order thinking problems.

**PD Opportunity 1**

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

**Facilitator**

Kasie Sparr

**Participants**

All Classroom teachers

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

**PD Opportunity 2**

Teachers will differentiate math instruction using various math centers.

**Facilitator**

Faye Wilson

**Participants**

Classroom teachers

**Schedule**

Daily, from 8/14/2017 to 5/31/2018

### **PD Opportunity 3**

Teachers will implement "Math Baits" strategies.

#### **Facilitator**

Ms. Sparr and/or Ms. Libby (BBY)

#### **Participants**

all teachers

#### **Schedule**

Daily, from 8/14/2017 to 5/31/2018

## VI. Technical Assistance Items

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

## VII. Budget

|   |             |  |                                      |                 |     |                            |
|---|-------------|--|--------------------------------------|-----------------|-----|----------------------------|
| 1 | G1.B2.S1.A1 | Media Specialist will teach Precious not Prickly curriculum to all students.   |                                      |                 |     | \$0.00                     |
| 2 | G2.B5.S1.A1 | All teachers will receive training on how to use the iStation data to drive instruction and teach the rigor of the standards.          |                                      |                 |     | \$90,000.00                |
|   | Function    | Object   | Budget Focus                         | Funding Source  | FTE | 2017-18                    |
|   |             |  | 0651 - Lake Alfred Elementary School | Title, I Part A |     | \$90,000.00                |
|   |             | <i>Notes: Instructional coach, Title 1 para</i>  |                                      |                 |     |                            |
| 3 | G3.B1.S1.A1 | Use Reflex, TenMarks, and iStation to assist students in learning basic math skills and math fluency.                                  |                                      |                 |     | \$95,000.00                |
|   | Function    | Object   | Budget Focus                         | Funding Source  | FTE | 2017-18                    |
|   |             |  | 0651 - Lake Alfred Elementary School | Title I, Part A |     | \$95,000.00                |
|   |             | <i>Notes: for purchase of Reflex, Math coach salary, tutoring materials, title 1 para</i>  |                                      |                 |     |                            |
| 4 | G3.B1.S1.A2 | Students will keep math journals to justify their response, learn what their misconceptions are, and apply application of math skills. |                                      |                 |     | \$0.00                     |
| 5 | G3.B1.S1.A3 | Teachers will differentiate math instruction using various math centers.   |                                      |                 |     | \$500.00                   |
|   | Function    | Object   | Budget Focus                         | Funding Source  | FTE | 2017-18                    |
|   |             |  | 0651 - Lake Alfred Elementary School | Title, I Part A |     | \$500.00                   |
|   |             | <i>Notes: Family math night</i>  |                                      |                 |     |                            |
| 6 | G3.B1.S1.A4 | Teachers will implement "Math Baits" strategies.   |                                      |                 |     | \$5,000.00                 |
|   | Function    | Object   | Budget Focus                         | Funding Source  | FTE | 2017-18                    |
|   | 6400        | 139900-CONTRACTED SERVICES - OTHER   | 0651 - Lake Alfred Elementary School | Title I, Part A |     | \$5,000.00                 |
|   |             |  |                                      |                 |     | <b>Total:</b> \$190,500.00 |