

Polk County Public Schools

Lake Alfred Polytech Academy



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	D	D	F*

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

It is the mission of Lake Alfred Polytech Academy to provide a safe and structured environment, foster motivation, and guide all students to reach their social, academic, college, and career potential.

Provide the school's vision statement.

Believe. Achieve. Succeed. Everyone. Everyday.

School Leadership Team

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
Gross, Britt	Assistant Principal
Smelser, Belinda	Instructional Coach
Canon, Lana	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

Duties

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)
- * Testing (Branden Lane)
- * Media Specialist (Ann Marie Hearn)
- * Network Manager (Brook Peabody)

Academic Coaches (Katherine Gaymont and Belinda Smelser)

The School-based Coaches are responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. They are 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.

Interventionists (Lana Cannon and Idiana McGill)

Duties include identifying students who are at-risk in not meeting grade level proficiency by analyzing data from identified state and district formative and summative assessments, classroom grades, Measures of Academic Progress (MAP), and other identified curricula-based learning objectives, collaborating with teachers to plan, implement, and evaluate interventions for identified students; identifying appropriate supplemental resources to meet students' individual needs; working with administration to implement and document activities related to the Title I Plan; monitoring students' response and communicating with administration, teachers, and parents regarding students' progress in tutoring activities. Implementation of intervention strategies with students may be accomplished through "pull out" or "push in" with small groups or on a one-to-one basis when necessary. Tutoring may occur before, during, and after school.

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.

Early Warning Systems

Year 2017-18

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	0	20	11	0	0	0	0	31
One or more suspensions	0	0	0	0	0	0	4	17	19	0	0	0	0	40
Course failure in ELA or Math	0	0	0	0	0	0	0	1	5	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	0	0	54	90	95	0	0	0	0	239

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	0	1	19	19	0	0	0	39

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Retained Students: Previous Year(s)	0	0	0	0	0	0	1	29	28	0	0	0	0	58

Date this data was collected

Friday 7/13/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Reading Achievement, Learning Gains in Reading, and Learning Gains for the Lowest 25% in Reading have been the areas of lowest performance for the past three years. Although improvements in each of these were made in the 2017-18 school year, growth has been limited.

Which data component showed the greatest decline from prior year?

None. Growth was experienced in all data components when compared to the 2016-17 school year.

Which data component had the biggest gap when compared to the state average?

Mathematics Achievement had the biggest gap when compared to the state average. Lake Alfred Polytech Academy's 2017-18 Mathematics Achievement was 35%; 23% below the state average of 58%.

Which data component showed the most improvement? Is this a trend?

Although Civics Achievement showed the greatest improvement in the 2017-18 school year, the increase can be attributed to a change in the District's social studies progression and will be balanced out in the 2018-19 school year. This being said, the three mathematics data components showed the greatest improvement over previous years with a 19% increase in Mathematics and EOC Achievement, a 21% increase in Learning Gains in Mathematics, and a 16% increase in Learning Gains for the Lowest 25% in Mathematics.

Describe the actions or changes that led to the improvement in this area.

Struggling students in Algebra 1 and Geometry were scheduled into Intensive Math to provide additional support for those students in need of greater assistance. Although the Leadership Team monitors student performance during the three progress-monitoring windows, the team also closely monitored student performance in all mathematics courses to ensure all students were receiving the appropriate support and interventions based upon their individual needs. Our Math Coach, Regional Math Coach, and one of the FLDOE School Improvement Specialists collaboratively developed Module Assessments to assist in monitoring student progress toward proficiency and guide intervention strategies between progress-monitoring assessments. We added a Math Interventionist to our student support team for the 2017 – 2018 school year. Our Math Interventionist worked closely with our Math Coach and teachers to provide push-in and pull-out services to our students with the greatest identified need by standard.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	34%	46%	53%	27%	48%	52%
ELA Learning Gains	47%	47%	54%	50%	51%	53%
ELA Lowest 25th Percentile	43%	42%	47%	57%	46%	45%
Math Achievement	35%	49%	58%	18%	47%	55%
Math Learning Gains	51%	51%	57%	31%	49%	55%
Math Lowest 25th Percentile	48%	51%	51%	37%	45%	47%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Science Achievement	33%	47%	52%	25%	44%	50%
Social Studies Achievement	92%	86%	72%	39%	61%	67%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	0 (34)	20 (24)	11 (20)	31 (78)
One or more suspensions	4 (89)	17 (96)	19 (88)	40 (273)
Course failure in ELA or Math	0 (6)	1 (4)	5 (1)	6 (11)
Level 1 on statewide assessment	54 (132)	90 (124)	95 (105)	239 (361)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	39%	41%	-2%	52%	-13%
	2017	22%	45%	-23%	52%	-30%
Same Grade Comparison		17%				
Cohort Comparison						
07	2018	26%	42%	-16%	51%	-25%
	2017	22%	45%	-23%	52%	-30%
Same Grade Comparison		4%				
Cohort Comparison		4%				
08	2018	27%	49%	-22%	58%	-31%
	2017	30%	46%	-16%	55%	-25%
Same Grade Comparison		-3%				
Cohort Comparison		5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	32%	40%	-8%	52%	-20%
	2017	10%	39%	-29%	51%	-41%
Same Grade Comparison		22%				
Cohort Comparison						
07	2018	27%	40%	-13%	54%	-27%
	2017	12%	40%	-28%	53%	-41%
Same Grade Comparison		15%				
Cohort Comparison		17%				
08	2018	27%	34%	-7%	45%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	15%	36%	-21%	46%	-31%
Same Grade Comparison		12%				
Cohort Comparison		15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	25%	42%	-17%	50%	-25%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	92%	84%	8%	71%	21%
2017	35%	62%	-27%	69%	-34%
Compare		57%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	81%	60%	21%	62%	19%
2017	62%	43%	19%	60%	2%
Compare		19%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	41%	-41%	56%	-56%
2017	40%	34%	6%	53%	-13%
Compare		-40%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	41	39	27	48	50	11				
ELL	11	40	38	16	51	49	4				
BLK	22	46	49	28	51	43	23				
HSP	30	45	39	26	50	47	27	89	73		
MUL	55	60		36	45						
WHT	50	49	47	53	51	50	51	89	80		
FRL	30	46	40	30	51	50	28	94	75		

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	5	30	35	8	33	30	10	7			
ELL	18	40	36	4	24	37		23			
BLK	21	41	37	9	22	19	21	36	58		
HSP	29	47	41	16	31	46	26	31	48		
MUL	27			8	36						
WHT	32	45	42	25	37	38	41	42	55		
FRL	23	41	39	15	29	35	26	31	47		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Improve reading performance
Rationale	Reading performance has been stagnate and limited growth has been seen over the last three years.
Intended Outcome	Proficiency in all academic areas will improve with increased reading performance.
Point Person	Katherine Gaymont (katherine.gaymont@polk-fl.net)
Action Step	
Description	<p>The Reading Coach and Reading Interventionist will work closely with the social studies and science teachers on the integration of content area reading material in Intensive Reading classes. The Leadership team will provide teachers with assistance in developing enrichment activities for students who are a Level 3, 4, or 5 in Reading and provide cross-training for content area teachers and reading teachers. The school's administration will adjust the master schedule to provide for vertical planning time in content areas and planning time by grade levels. The Reading Coach will work with the ESE and ESOL departments to provide increased supports and improved interventions for the school's ESE and ESOL students. Students will be provided with opportunities to participate in extended learning activities supported by the Reading Coach and Reading Interventionist. Teachers and staff will participate in a professional learning and book studies focused on student intervention strategies and teaching students of poverty. In an effort to increase student engagement in their learning, high interest reading materials have been purchased for the media center and students enrolled in Civics will have the opportunity to participate in a field trip to Tallahassee to observe the 2019 Florida Legislative Session.</p>
Person Responsible	Katherine Gaymont (katherine.gaymont@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<p>During the summer the school administration will send cohorts of educators to various educational conferences, including, Eric Jenson, Jay McTighe, FETC, and ISTE to gain ideas, while connecting with innovative educators to learn about new technology and proven strategies for transforming teaching and learning in the classroom.</p> <p>Academic coaches and support personnel will collaboratively work with teachers and grade level teams to identify lesson specific content area reading materials to be previewed for students in the intensive reading classes.</p> <p>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.</p> <p>During 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.</p> <p>School administration will review and monitor lesson plans, team meeting documentation, coaching logs, documentation from coaching cycles to determine effectiveness of implementation.</p>

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 (julie.grice@polk-fl.net)

Activity #2

Title Improve mathematics performance

Rationale Mathematics Achievement had the biggest gap when compared to the state average. Lake Alfred Polytech Academy's 2017-18 Mathematics Achievement was 35%; 23% below the state average of 58%.

Intended Outcome Mathematics performance will continue to improve in all three data components: Mathematics Achievement, Learning Gains in Mathematics, Learning Gains for the Lowest 25% in Mathematics.

Point Person Belinda Smelser (belinda.smelser@polk-fl.net)

Action Step

Description Struggling students in Algebra 1 and Geometry will be scheduled into Intensive Math to provide additional support for those students who are in need of assistance. The Leadership Team will monitor student performance during the three progress-monitoring windows and closely monitor student performance in all mathematics courses to ensure all students are receiving the appropriate support and interventions based upon their individual needs. Our Math Coach will continue to develop Module Assessments to assist in monitoring student progress toward proficiency and guide intervention strategies between progress-monitoring assessments and assist teachers in the development of enrichment activities for students who are a Level 3, 4, or 5 in math. The Math Interventionist will work closely with our Math Coach and teachers to provide push-in and pull-out services to our students with the greatest identified need by standard.

Person Responsible Belinda Smelser (belinda.smelser@polk-fl.net)

Plan to Monitor Effectiveness

During the summer the school administration will send cohorts of educators to various educational conferences, including, Eric Jenson, Jay McTighe, FETC, and ISTE to gain ideas, while connecting with innovative educators to learn about new technology and proven strategies for transforming teaching and learning in the classroom.

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.

Description During 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.

School administration will review and monitor lesson plans, team meeting documentation, coaching logs, documentation from coaching cycles to determine effectiveness of implementation.

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 (julie.grice@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

All members of the school staff receive training on the effective use of outside stakeholders and volunteers in the classroom and the expectations for providing assistance and support for volunteers, parents, stakeholders, and school visitors. Each year the school hosts a minimum of four Parent Nights designed to foster community engagement and build family relationships.

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, binders 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.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

The Leadership Team uses the EWS indicators to determine students in need of additional supports and works collaboratively with the administrative and leadership teams to monitor student progress.

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.

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.

In coordination with our SAC and Leadership Team, we developed a school-wide plan ensuring 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. These wrap-around services make up a comprehensive framework to give all children a greater chance of academic success. Included in our budgeting and funding allocation are funds from the following sources:

- Title I, Part A - Title 1 Funds will be used to purchase supplemental supplies, materials, and staff such as a Math Coach, Reading Interventionist, and Math Interventionist. State and local funds are utilized to purchase supplies for students and classroom libraries to enhance the learning process.
- Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district.
- Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, professional learning opportunities for school staff, as well as parent family engagement opportunities.
- Magnet Schools Assistance Program
- HEARTH funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds (as needed) to provide academic tutoring , giving priority to Level 1 and 2 students.

Violence Prevention Programs

The school offers a non-violent and anti-drug program to students that incorporates community service, drug tests, and counseling.

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 led 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 their social studies courses and STEM electives. 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".