

Polk County Public Schools

Lake Alfred Polytech Academy



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	19
Planning for Improvement	25
Title I Requirements	31
Budget to Support Goals	33

Lake Alfred Polytech Academy

925 BUENA VISTA DR N, Lake Alfred, FL 33850

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

Demographics

Principal: Britt Gross

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: C (51%) 2016-17: D (34%) 2015-16: D (36%) 2014-15: F (31%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	19
Planning for Improvement	25
Title I Requirements	31
Budget to Support Goals	33

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)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	D

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	Job Duties and Responsibilities
Grice, Julie	Principal	<p>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:</p> <ul style="list-style-type: none"> • 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;

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • 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.
Gaymont, Katherine	Instructional Coach	<p>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:</p> <ul style="list-style-type: none"> • 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,

Name	Title	Job Duties and Responsibilities
		<p>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.</p>
Gross, Britt	Assistant Principal	<p>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:</p> <ul style="list-style-type: none"> • 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-

Name	Title	Job Duties and Responsibilities
		<p>way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;</p> <ul style="list-style-type: none"> • 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.
Smelser, Belinda	Assistant Principal	<ul style="list-style-type: none"> • 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.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • 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.
Canon, Lana	Teacher, K-12	<p>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.</p>
Lane, Brandon	Teacher, K-12	<p>Consults with school principal and assistant principals in the selection, and administration, scoring and interpretation of locally developed tests. Assists with monitoring of state and district testing programs.</p>

Name	Title	Job Duties and Responsibilities
		<p>Works with school-based leadership team as a resource for data analysis and interpretation of test results. Assists in generating profiles of testing information and acts as a resource in their use. Develops tables and charts, and uses a variety of software to generate reports. Presents test results to school staff in oral and written formats.</p> <p>Provides data and technical assistance to school as necessary for the development of the school improvement plan. Responds to questions in relation to test administration and interpretation and utilization of results for school improvement. Complies with best practices and procedures and shares them with school staff as appropriate. Identifies and shares national and state reports with school staff.</p> <p>Assists in coordinating workshops and activities on school accountability and data issues. Uses specialized software to bank test items. In consultation with other staff, assists in organizing and coordinating pilot and field-test activities. Assists in processing and analyzing resulting data.</p> <p>Conducts training with school personnel on state testing requirements, environment, security, and procedures and the implementation and use of progress monitoring systems.</p>
McGill, Idiana	Teacher, K-12	<p>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.</p>
Jenkins, Mario	Dean	<p>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.</p>
Peabody, Brooke	Instructional Technology	<p>Coordinates the maintenance, operation and management of existing instructional and non-instructional school microcomputer networks. Assists with the planning, design and installation of future network expansions as</p>

Name	Title	Job Duties and Responsibilities
		<p>growth demands. Performs all functions and procedures necessary to install and maintain school network hardware and software. Configures local workstations as needed.</p> <p>Develops and maintains network procedures to ensure regular system backups on a timely basis for administrative, media, foodservice and instructional networks. Trains and supports backup network manager. Facilitates staff participation in the evaluation and selection of new software, hardware, and materials to support instructional objectives following district hardware/software standards.</p> <p>Maintains software/hardware inventory to include locations within school and a school data-wiring diagram. Ensures software in the school is properly licensed and maintains related records. Organizes technology resources for easy accessibility by students and staff in coordination with and support of the school media specialist.</p> <p>Follows troubleshooting procedures for hardware and software. Maintains hardware, hardware history, file server performance status and arranges for timely repairs. Establishes and/or maintains network security policy to ensure compatibility with district guidelines and policy. Works cooperatively with the school staff, the school QIC and Information Systems and Technology Division staff.</p> <p>Incorporates principles of district instructional technology plan into school technology plan. Further, ensures school technology plan is an integral part of the school improvement plan and supports the school's curriculum and instructional program. Chairs the local school technology committee: oversees the development and progression of the five year technology plan, school technology budget, maintains archives of the technology budget and five year plan, coordinates and aligns budget, five year plan and archives with assistance of the appropriate IST departments.</p> <p>Establishes environment encouraging creative and independent use of instructional technology. Coordinates and/or provides training to school staff in network and software use. Coordinates activities of outside technology vendors, Telecomm installations, consultants and trainers. Encourages student development of skills in the use of instructional technology resources. Models effective use of technology in the classroom and media center for teachers and students.</p> <p>Facilitates the use of existing and emerging technology by staff and students. Some examples are Internet usage, interactive video, media center search tools, instructional television and computer based instructional materials.</p> <p>Interprets the school's instructional technology program for staff, parents and members of the community. Continues professional growth and development in the area of technology. Attends ongoing training pertinent to network management and in the use of emerging software and hardware. Keeps abreast of new developments in instructional technology. Attends district</p>

Name	Title	Job Duties and Responsibilities
		<p>network manager training and seminars. Attends technology conferences and seminars as appropriate.</p>
Williams, Tony	Assistant Principal	<p>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:</p> <ul style="list-style-type: none"> • 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

Name	Title	Job Duties and Responsibilities
		<p>maintaining relationships with students, faculty, parents, and community;</p> <ul style="list-style-type: none"> • 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.
Hearn, Anne-Marie	Instructional Media	<p>A. Instructional Process Plans and implements a program of instruction that adheres to the district's philosophy, goals and objectives as outlined in the adopted courses of study. Makes purposeful and appropriate lesson plans which provide for effective teaching strategies and maximizes time on task. Plans and implements a program of study designed to meet individual needs of students. Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies. Encourages student enthusiasm for the learning process and the development of good study habits. Provides progress and interim reports as required. Prepares substitute folder containing appropriate information as requested by the building principal. Plans and prescribes purposeful assignments for paraprofessionals, tutors, and volunteers as needed. Recognizes learning problems and make referrals as appropriate. Demonstrates a strong grasp of subject matter. Uses effective oral and written expression.</p> <p>B. Curriculum Development Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for the continual improvement of the school's curriculum. Assists in the on-going curriculum revision process, including the revision of written courses of study. Assists in the selection of books, equipment, and other instructional materials. Become acquainted with supplemental services beneficial to students as an extension of regular classroom activities.</p> <p>C. Classroom Management Develops, in accordance with district and building guidelines, reasonable rules of classroom behavior and appropriate discipline techniques which are consistently applied. Takes necessary and reasonable precautions to protect students, equipment, materials and facilities. Share responsibility during the school day for supervision of students in all areas of the school. Provides for the supervision of assigned students when circumstances require a brief absence from the assignment.</p> <p>D. Public Relations</p>

Name	Title	Job Duties and Responsibilities
		<p>Upholds and enforces board policy, administrative procedures, and school rules and regulations; and is supportive of them to the public. Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time. Strives to communicate the positive aspects of our school program to the public in word and deed. Works cooperatively with parents to strengthen the educational program for their children. Establishes and maintains cooperative relations with other staff.</p>
		<p>E. Professional Growth Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced coursework at institutions of higher learning. Maintains membership in appropriate professional organizations. Cooperates with the administration in planning appropriate inservice training programs on a building or district level. Attends staff, department, and committee meetings as required.</p>
		<p>F. Student Evaluation Evaluates accomplishments of students on a regular basis using multiple assessment methods such as teacher-made test, sample of students work, mastery skills check lists, criterion-referenced tests and norm-referenced tests. Make appropriate adjustments in the instructional program based on assessed results. Performs duties necessary to maintain the accountability required for the instructional program and as required by the building principal. Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.</p>
Wassel, Evelyn	Instructional Coach	<p>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:</p> <ul style="list-style-type: none"> • 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.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • 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.

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	263	220	198	0	0	0	0	681	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	2	12	23	0	0	0	0	37	
Level 1 on statewide assessment	0	0	0	0	0	0	69	81	100	0	0	0	0	250	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	2	11	16	0	0	0	0	29

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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	1	1	0	0	0	0	2

FTE units allocated to school (total number of teacher units)

38

Date this data was collected or last updated

Saturday 8/10/2019

Prior Year - 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	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 with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	1	19	19	0	0	0	0	39

Prior Year - 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	26	51	50	0	0	0	0	127
One or more suspensions	0	0	0	0	0	0	31	36	37	0	0	0	0	104
Course failure in ELA or Math	0	0	0	0	0	0	4	15	9	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	0	0	0	55	84	82	0	0	0	0	221

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	26	46	48	0	0	0	0	120

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	44%	48%	54%	27%	48%	52%
ELA Learning Gains	43%	52%	54%	44%	51%	54%
ELA Lowest 25th Percentile	40%	48%	47%	39%	43%	44%
Math Achievement	47%	50%	58%	16%	47%	56%
Math Learning Gains	48%	50%	57%	30%	50%	57%
Math Lowest 25th Percentile	46%	48%	51%	35%	46%	50%
Science Achievement	32%	44%	51%	28%	44%	50%
Social Studies Achievement	67%	72%	72%	35%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	263 (0)	220 (0)	198 (0)	681 (0)
Attendance below 90 percent	0 (0)	0 (20)	0 (11)	0 (31)
One or more suspensions	0 (4)	0 (17)	0 (19)	0 (40)
Course failure in ELA or Math	2 (0)	12 (1)	23 (5)	37 (6)
Level 1 on statewide assessment	69 (54)	81 (90)	100 (95)	250 (239)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	53%	48%	5%	54%	-1%
	2018	39%	41%	-2%	52%	-13%
Same Grade Comparison		14%				
Cohort Comparison						
07	2019	39%	42%	-3%	52%	-13%
	2018	26%	42%	-16%	51%	-25%
Same Grade Comparison		13%				
Cohort Comparison		0%				
08	2019	33%	48%	-15%	56%	-23%
	2018	27%	49%	-22%	58%	-31%
Same Grade Comparison		6%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	47%	47%	0%	55%	-8%
	2018	32%	40%	-8%	52%	-20%
Same Grade Comparison		15%				
Cohort Comparison						
07	2019	47%	39%	8%	54%	-7%
	2018	27%	40%	-13%	54%	-27%
Same Grade Comparison		20%				
Cohort Comparison		15%				
08	2019	19%	35%	-16%	46%	-27%
	2018	27%	34%	-7%	45%	-18%
Same Grade Comparison		-8%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	32%	41%	-9%	48%	-16%
	2018	25%	42%	-17%	50%	-25%
Same Grade Comparison		7%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	68%	70%	-2%	71%	-3%
2018	92%	84%	8%	71%	21%
Compare		-24%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	80%	50%	30%	61%	19%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	81%	60%	21%	62%	19%
Compare		-1%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	53%	-53%	57%	-57%
2018	0%	41%	-41%	56%	-56%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	21	37	32	31	47	46	16	45			
ELL	18	30	29	16	42	53	11	56			
BLK	26	34	31	34	41	32	23	58	82		
HSP	38	38	33	37	47	55	24	57	70		
MUL	73	73		82	64						
WHT	58	54	59	63	52	47	60	82	85		
FRL	39	41	34	42	48	47	26	62	81		
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		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	493
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Although limited growth has been experienced in Learning Gains in Reading and Math and Learning Gains for the Lowest 25% in Reading and Math over the past three years, performance in these areas has been maintained. The consistently lowest performing area for the school has been 8th Grade Science Achievement. For the past four years 8th Grade Science Achievement has fluctuated between 25% and 28%. Although, an increase in Science Achievement did occur from 25% in 2017-18 to 32% in 2018-19 we are still 16% below the state average for 8th Grade Science Achievement.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was in Civics Achievement. However, this decline can be attributed to the change in the District's Social Studies Course progression which was first implemented in the 2017-18 school year and kept Advanced Civics as a tested subject in 7th grade and moved testing for non-advanced Civics from 7th grade to 8th grade. This change meant that only Advanced Civics students were tested in 2017-18 and all Civics students were tested in 2018-19. Although our Civics Achievement dropped from 92% in 2017-18 to 67% in 2018-19, when compared to 35% in 2016-17, the last year all Civics students were tested, our school-wide Civics Achievement increased significantly.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

8th Grade Science Achievement had the biggest gap when compared to the state average. Lake Alfred Polytech Academy's 2018-19 8th Grade Science Achievement was 32%; 16% below the state average of 48%. Although gains have been made in 8th Grade Science, this has been a consistently low performing area for the school and continues to be an area in need of substantial growth.

Which data component showed the most improvement? What new actions did your school take in this area?

The Mathematics Achievement data component has shown the greatest improvement over previous years with a 19% increase from 2016-17 to 2017-18 and an additional 12% increase from 2017-18 to 2018-19 for a total increase over from 2016-17 to 2018-19 of 31%. This improvement can be attributed to many factors, including the scheduling of students struggling in Algebra 1 and Geometry 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 monitors 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, Math Interventionist, and math teachers collaboratively developed Module Assessments to assist in monitoring student progress toward proficiency and guide intervention strategies between progress-monitoring assessments. Our Math Interventionist also 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.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

With over a third of our student population scoring a Level 1 in Reading or Math based upon our most recent state test data, makes this is an area of high concern for the 2019-20 school year.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Improve 8th Grade Science Achievement
2. Improve Learning Gains in Reading
3. Improve Learning Gains for the Lowest 25% in Reading

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Improve 8th Grade Science Achievement
Rationale	8th Grade Science Achievement has been stagnate and limited growth has been seen over the last four years.
State the measurable outcome the school plans to achieve	The goal for the 2019-20 school year for 8th Grade Science Achievement is 50% scoring proficient or above.
Person responsible for monitoring outcome	Julie Grice (julie.grice@polk-fl.net)
Evidence-based Strategy	Pairing technology with effective instructional strategies.
Rationale for Evidence-based Strategy	According to Using Technology with Classroom Instruction That Works, 2nd ed. (Marzano, 2012), when purposefully planning and pairing the seven categories of technology (word processing applications, spreadsheet software, organizing and brainstorming software, data collection tools, multimedia, web resources, and communication software) with the nine categories of instructional strategies that affect student achievement (identifying similarities and differences, summarizing and note-taking, reinforcing effort and providing recognition, homework and practice, non-linguistic representation, cooperative learning, setting objectives and providing feedback, regenerating and testing hypotheses, and cues, questions, and advanced organizers) an effect size of ranging from 1.61 to .59 can be achieved with all learner sub-groups.
Action Step	
Description	<ol style="list-style-type: none"> 1. Throughout the school year and during the summer 8th grade science teachers will be provided with professional development opportunities focused on implementing innovative and technology based instructional strategies in every day instruction, including but not limited to the use of robotics to solve real-world science problems, the design and prototyping of visionary products as a basis for participation in the Science Fair, public service announcements, and integrating text-based writing in the science classes. 2. Expand and monitor the integration of Gizmos, Legends of Learning, and other instructional technology initiatives that support scientific inquiry and aid in the acquisition of science concepts in the science classes at all grade levels. Monitoring of the effectiveness of the integration of these resources will be conducted by administration and the Science Coach through classroom visits, Trend Tracker Data, and data from district and teacher assessments. 3. During Staff Development days (early release and whole day) the Leadership team will provide science teachers with assistance in developing engaging enrichment activities for students who are a Level 3, 4, or 5 in Reading and Math, provide cross-training for content area, elective, and reading teachers on the development of interdisciplinary units, the use of LSI strategies, and the integration of technology to monitor performance of and enhance instruction for Gifted, ESE, 504, and ESOL students. 4. Administration will monitor instructional plans for enrichment, remediation, and technology integration in lessons weekly. 5. During content area planning and grade-level PLCs, the Reading Coach and Science

Coach will work closely with the science teachers on the integration of content area reading material in Intensive Reading classes and text-based writing in science classes through the development of interdisciplinary units and team projects,

6. During content area planning and grade-level PLCs the Science Coach will assist science teachers in developing and integrating interactive formative and summative assessments into their weekly lessons that provide teachers and students with real-time data on the student mastery of learning i.e., Quizlet, Kahoot, Google Classroom activities, Gizmos, etc.

7. In collaboration with the Science Coach, science teachers will use data from classroom visits, Trend Tracker, and district and teacher assessments to adjust their instruction and plans to meet the personalized needs of all students, in particular Gifted, ESE, 504, and ESOL students.

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

#2	
Title	Improve Learning Gains in Reading
Rationale	The percent of students making Learning Gains in Reading and has been stagnate and limited growth has been seen over the last four years.
State the measurable outcome the school plans to achieve	The goal for the 2019-20 school year is 57% or above making Learning Gains in Reading, an increase of 14%.
Person responsible for monitoring outcome	Julie Grice (julie.grice@polk-fl.net)
Evidence-based Strategy	Pairing technology with effective instructional strategies in all core content areas.
Rationale for Evidence-based Strategy	According to Using Technology with Classroom Instruction That Works, 2nd ed. (Marzano, 2012), when purposefully planning and pairing the seven categories of technology (word processing applications, spreadsheet software, organizing and brainstorming software, data collection tools, multimedia, web resources, and communication software) with the nine categories of instructional strategies that affect student achievement (identifying similarities and differences, summarizing and note-taking, reinforcing effort and providing recognition, homework and practice, non-linguistic representation, cooperative learning, setting objectives and providing feedback, regenerating and testing hypotheses, and cues, questions, and advanced organizers) an effect size of ranging from 1.61 to .59 can be achieved with all learner sub-groups.
Action Step	
Description	<ol style="list-style-type: none"> 1. During content area planning and grade-level PLCs, 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 and text-based writing in social studies and science classes through the development of interdisciplinary units and team projects. 2. During Staff Development days (early release and whole day) the Leadership team will provide teachers with assistance in developing engaging enrichment activities for students who are a Level 3, 4, or 5 in Reading and provide cross-training for content area, elective, and reading teachers on the development of interdisciplinary units, the use of LSI strategies, and the integration of technology to monitor performance of and enhance instruction for Gifted, ESE, 504, and ESOL students. 3. The school's administration will build a master schedule to provide for vertical planning time in content areas and planning time by grade levels. 4. 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. The integration and effectiveness of these supports will be monitored by the administration, Reading Coach, and Reading Interventionist by reviewing Achieve 3000 and STAR Reading data monthly and reviewing of teacher developed lesson plans weekly. 5. On an as needed basis, students whose performance and/or engagement has begun to fall as identified through declining Achieve 3000 and STAR Reading data will be provided with opportunities to participate in personalized learning activities focused on enrichment

and engagement, including student defined and designed cross-content/interdisciplinary projects, including but not limited to the use of robotics to solve real-world problems, the design and proto-typing of visionary products, the development and implementation of business plans, public service announcements, etc.

Person Responsible Katherine Gaymont (katherine.gaymont@polk-fl.net)

#3	
Title	Improve Learning Gains for the Lowest 25% in Reading
Rationale	The percent of students in the Lowest 25% making Learning Gains in Reading and has been stagnate and limited growth has been seen over the last four years.
State the measurable outcome the school plans to achieve	The goal for the 2019-20 school year is 64% or above making Learning Gains in Reading, an increase of 24%.
Person responsible for monitoring outcome	Julie Grice (julie.grice@polk-fl.net)
Evidence-based Strategy	Pairing technology with effective instructional strategies in all core content areas.
Rationale for Evidence-based Strategy	According to Using Technology with Classroom Instruction That Works, 2nd ed. (Marzano, 2012), when purposefully planning and paring the seven categories of technology (word processing applications, spreadsheet software, organizing and brainstorming software, data collection tools, multimedia, web resources, and communication software) with the nine categories of instructional strategies that affect student achievement (identifying similarities and differences, summarizing and note-taking, reinforcing effort and providing recognition, homework and practice, non-linguistic representation, cooperative learning, setting objectives and providing feedback, regenerating and testing hypotheses, and cues, questions, and advanced organizers) an effect size of ranging from 1.61 to .59 can be achieved with all learner sub-groups.
Action Step	
Description	<ol style="list-style-type: none"> 1. During content area planning and grade-level PLCs, 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 and text-based writing in social studies and science classes through the development of interdisciplinary units and team projects. 2. During Staff Development days (early release and whole day) the Leadership team will provide teachers with assistance in developing engaging remediation activities for students who are a Level 1 or 2 in Reading and provide cross-training for content area, elective, and reading teachers on the development of interdisciplinary units, the use of LSI strategies, and the integration of technology to monitor performance of and enhance instruction for ESE and ESOL students. 3. The school's administration will build a master schedule to provide for vertical planning time in content areas and planning time by grade levels. 4. 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. The integration and effectiveness of these supports will be monitored by the administration, Reading Coach, and Reading Interventionist by reviewing Achieve 3000 and STAR Reading data monthly and reviewing of teacher developed lesson plans weekly. 5. On an as needed basis, Level 1 Reading students identified through Achieve 3000 and STAR Reading data as needing supports and interventions above and beyond those provided in the Intensive Reading classes will be provided with opportunities to participate

in extended learning activities, including writing boot camps, tutoring services, push-in/pull-out services, and one-on-one interventions for students supported by the Reading Coach and Reading Interventionist.

Person Responsible Katherine Gaymont (katherine.gaymont@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

In addition to the school's areas of focus for the 2019-20 school year, focus will also be placed on improving Learning Gains in Mathematics and improving Learning Gains for the Lowest 25% in Mathematics. During the summer the school administration sent cohorts of educators to various educational conferences, including, Eric Jenson, Jay McTighe, Carnegie-Melon VEX Robotics, Science in the Rockies, LSI, Trauma-skilled Schools, 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, and District support personnel, focus will be placed on ensuring the student targets and tasks meet the complexity level of the standards being taught and are aligned to the student success criteria. 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 instruction in the classroom. School administration will review and monitor lesson plans, team meeting documentation, coaching logs, and documentation from coaching cycles to determine effectiveness of implementation and that the needs of all student subgroups, especially our ESE and ESOL students, are being addressed.

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 Schoolwide Improvement Plan 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".

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Improve 8th Grade Science Achievement	\$0.00
2	III.A.	Areas of Focus: Improve Learning Gains in Reading	\$0.00
3	III.A.	Areas of Focus: Improve Learning Gains for the Lowest 25% in Reading	\$0.00
Total:			\$0.00