

Polk County Public Schools

Lake Alfred Polytech Academy



2020-21 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>

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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.

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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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Gross, Britt	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>
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> <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,</p>

Name	Title	Job Duties and Responsibilities
		environment, security, and procedures and the implementation and use of progress monitoring systems.
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 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.</p> <p>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</p>

Name	Title	Job Duties and Responsibilities
		<p>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 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;

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • 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.
Hearn, Anne-Marie	Instructional Media	<p>A. Instructional Process</p> <p>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</p>

Name	Title	Job Duties and Responsibilities
		<p>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 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,</p>

Name	Title	Job Duties and Responsibilities
		<p>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>
Smelser, Belinda	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, such as: identify literature and resources for professional development; keep

Name	Title	Job Duties and Responsibilities
		<p>extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.</p>
Warren, Jennifer	Teacher, ESE	<p>PERFORMANCE RESPONSIBILITIES: Coordinates the referral, staffing, placement, and re-evaluation process for exceptional student education at the school level. Serves as a member of individual educational plan (IEP) meetings as the LEA representative. Provides the level and frequency of direct support to students and teachers based upon general educators' and students' need for assistance. Arranges for classroom and testing accommodations for students with disabilities. Assists in the development and adaptation of curriculum and testing materials to meet the needs of teachers and students. Models small group instruction to ESE students in general classes, as well as in a pullout setting. Serves as a resource to school personnel regarding ESE rules and regulations.</p> <p>STUDENT SUPPORT RESPONSIBILITIES: Implements a program of study designed to meet individual needs of students with disabilities as outlined in the student's IEP. Provide support for ESE student achievement in the general education classroom through cooperative consultation and support facilitation. Provides small group and supplemental services beneficial to students with disabilities as an extension of regular classroom activities and modification for students on access points attending basic classes. Will assist with progress monitoring, data collection, analysis and necessary changes in the instructional program for students with disabilities based on assessed results Student responsibility will be at a school based level. LEA Facilitators will serve students with disabilities in a range specific to their school level to include a ratio not to exceed 1:15 at the elementary level, a ratio not to exceed 1:18 at the middle level, and a ratio not to exceed 1:20 at the high school level. LEA Facilitators will serve in a 70/30, meetings/student contact capacity.</p>

Demographic Information

Principal start date

Friday 7/1/2016, Britt Gross

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

51

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 .	

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	238	203	183	0	0	0	0	624
Attendance below 90 percent	0	0	0	0	0	0	23	24	21	0	0	0	0	68
One or more suspensions	0	0	0	0	0	0	23	28	31	0	0	0	0	82
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	46	40	70	0	0	0	0	156
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	42	46	47	0	0	0	0	135
December 2019 STAR Reading Level 1	0	0	0	0	0	0	46	50	53	0	0	0	0	149
December 2019 STAR Math Level 1	0	0	0	0	0	0	48	28	19	0	0	0	0	95

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	59	63	67	0	0	0	0	189

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	4	0	0	0	0	4
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

Date this data was collected or last updated

Wednesday 6/3/2020

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		
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	

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		
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	

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	
	(0)	(0)	(0)	0 (0)

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	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%	0
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0

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?

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. Instructional Practice specifically relating to Student Engagement**Area of Focus Description and Rationale:**

All students will receive engaging instructional lessons incorporating technology, technical and non-fiction resources in all content areas to close the gap in proficiency, increase learning gains, and enrich our students who are proficient and above. In previous years our bottom quartile has shown limited growth and our Level 3, 4, and 5 readers have not consistently demonstrated learning gains year to year. These trends have occurred across all subject areas but most significantly in our Reading and 8th grade Science classes. Based on our December 2019 STAR data these trends seemed to be continuing in the 2019-2020 school year. The use of more engaging instructional lessons that include the integration of appropriate technology and the use of technical and non-fiction resources in all content areas will improve student performance and address these areas of concern for our school.

Measurable Outcome:

By increasing the amount of engaging instructional lessons our goal for the 2020-2021 school year is to raise our 8th grade Science Achievement to 37% scoring proficient or above, increase our Learning Gains in ELA to 48%, and increase the Learning Gains for the Bottom Quartile in ELA to 45% and in Math to 51%.

Person responsible for monitoring outcome:

Britt Gross (britt.gross@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, nonlinguistic 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 Steps to Implement

Monthly during PLCs, Common Planning, or virtually through Microsoft Teams or Google Classroom, the Literacy Coach, Math Coach, Reading Interventionist, and Math Interventionist will work with all teachers on researching, gathering, and developing engaging resources. Professional Development Supplies and Instructional Technology supplies and materials (laptop batteries, Fab Lab supplies) for these sessions will be purchased through the school's 2020 - 2021 Title I Part A allocation.

Person Responsible

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

Monthly during PLCs or virtually through Microsoft Teams or Google Classroom the Literacy Coach and Math Coach will provide virtual and or physical training on proper and engaging use of technology to all core and non-core teachers including but not limited to the use of Google Classroom, Microsoft Teams, NearPod, Gizmos, and using technology to personalize learning for students. Software licences and equipment for the trainings will be purchased through the schools Magnet School Assistance Program (MSAP) grant. Professional Development Supplies and Instructional Technology supplies and materials

(laptop batteries, Fab Lab supplies) for these sessions will be purchased through the school's 2020 - 2021 Title I Part A allocation.

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

The school's administration will build a master schedule to provide for vertical planning time in content areas and planning time by grade levels.

Person Responsible Britt Gross (britt.gross@polk-fl.net)

Monthly the Literacy Coach, Math Coach, Reading Interventionist, and Math Interventionist 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, Coaches, and Interventionists by reviewing Achieve 3000, Imagine Math, and STAR Reading data monthly.

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

The Literacy Coach, Math Coach, Reading Interventionist, and Math Interventionist will work with all core content area teachers to incorporate technical and nonfiction resources to create engaging multi-disciplinary lessons and/or instructional units. Weekly the school's administration will review and monitor lesson plans, team meeting documentation, coaching logs, documentation from coaching cycles, and data from Trend Tracker and/or classroom visits to determine effectiveness of implementation and that the needs of all student subgroups, especially our ESE and ESOL students, are being addressed.

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

Throughout the school year students will be provided with increased access to high interest Media Center books and the opportunity to participate in on-site interactive educational experiences provided through the Orlando Science Center. The purchase of updated Media Center books and the on-site Orlando Science Center events will be funded through the school's 2020 - 2021 Title I Part A allocation.

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

#2. Culture & Environment specifically relating to Early Warning Systems**Area of Focus Description and Rationale:**

All students will be monitored using the Early Warning System (EWS) indicators and provided with interventions and supports to help decrease the number of students exhibiting two or more Early Warning System indicators. In reviewing our data, the number of students exhibiting Early Warning System indicators has increased over the last two years. This is a change from the previous two years when the number of students exhibiting Early Warning System Indicators was decreasing. Adding to this we will undergo a Principal change this year which could cause some changes in the culture of our school. Therefore, it is important that we monitor our students more closely to ensure they are receiving the supports necessary to be successful in all subject areas.

Measurable Outcome:

The school will use EWS Indicator data collected from STAR, Achieve 3000, Imagine Math, FOCUS, and teacher and student input to develop a Positive Behavior Intervention and Support (PBIS) and Multi-Tiered System of Supports (MTSS) plan to assist students in achieving success. In doing so we will decrease the number of students having 2 or more indicators on the Early Warning System by 50% by the end of the 2020 - 2021 school year. The PBIS and MTSS plan will apply to all students in the school; however, a greater focus will be placed meeting the needs of our ESE and ESOL student populations.

Person responsible for monitoring outcome:

Tony Williams (tony.williams@polk-fl.net)

Evidence-based Strategy:

Pairing a PBIS plan with an MTSS plan provides an integrated three-tiered intervention framework that improves data, systems, and practices monitoring and affords teachers and Interventionists the ability to specifically focus and identify interventions to meet each student's individual needs.

Rationale for Evidence-based Strategy:

Implementing a Positive Behavior Intervention and Support plan creates a school environment where all students succeed. Multi-Tiered System of Supports (MTSS) is a framework that helps educators provide academic and behavioral strategies for all learners. According to Visible Learning for Teachers (Hattie, 2011), Response to intervention has an effect size of 1.29.

Action Steps to Implement

By the end of September 2020 the school will develop a PBIS and MTSS committee including the LEA, Literacy Coach, Math Coach, Reading Interventionist, Math Interventionist, Dean, Assistant Principal, and Teachers as required by data. The PBIS and MTSS plan will apply to all students in the school; however, in developing the plan a greater focus will be placed meeting the needs of our ESE and ESOL student populations.

Person Responsible

Tony Williams (tony.williams@polk-fl.net)

The LEA, Literacy Coach, Math Coach, Reading Interventionist, Math Interventionist, Dean, Assistant Principal, and Teachers will meet and review student data twice a month to identify students in need of intervention and determine the necessary interventions for each identified student.

Person Responsible

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

Quarterly we will survey students regarding PBIS and MTSS incentives and reward ideas. Incentives and awards offerings will be provided to the students quarterly and in accordance with PBIS and MTSS plan developed by the PBIS and MTSS committee.

Person Responsible Jennifer Warren (jennifer.warren@polk-fl.net)

Provide students identified for PBIS and MTSS interventions with extended learning opportunities based upon tiered intervention placement with a greater focus being placed on meeting the needs of our ESE and ESOL student populations. Extended Learning supplies and materials will be purchased through the school's 2020 - 2021 Title I Part A allocation.

Person Responsible Mario Jenkins (mario.jenkins@polk-fl.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In addition to the school's areas of focus we will also focus on improving writing skills through a new elective course, Creative Writing, and will also pilot a new class to help our high level two reading students, Literacy Through Film and Literature.

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: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

At the beginning of the 2016 – 2017 school year, Lake Alfred Polytech Academy, at that time known as Lake Alfred-Addair Middle School, did not have any community or business partners. Since that time, we have built relationships within the community through our participation in local events. The Lions Club of Lake Alfred provides support to our students and teachers through weekly food donations, donations of school supplies, sponsorship of our LEO Club, and sponsorship of our Student of the Month. At the request of the Lake Alfred Mayor, on April 11, 2019 we hosted the Ridge League of Cities meeting. Superintendent Byrd and Principal Grice spoke about the programs, opportunities for growth, and experiences available to

the students in the District and at Lake Alfred Polytech Academy each day. As a result of this event business owners, scientists, and city officials from around the state have volunteered their services to the school as needed.

We developed a relationship with Lowe's Home Improvement that resulted in the school receiving a grant from their 'Voice Team' to remodel our greenhouse and farm area and make it ready for our students to begin growing and learning about organic gardening and hydroponic systems through their science classes. Our partnership with Winter Haven High School's Technobots Career Academy, which began during the 2016 – 2017 school year, continues to grow through their active involvement with our robotics program. Students from the Technobots Academy aid and mentor our students during school-sponsored events and parent nights.

Lake Alfred Polytech Academy has established an active School Advisory Council (SAC) and Parent and Teacher Organization (PTO). Meetings occur monthly for both committees and are attended by community members, parents, students, and staff. We have also seen significant growth in our school volunteer programs. Volunteers annually take part in the Great American Teach-In, help in our media center, teach lessons in our classes related to their fields of specialization, and supply instructional materials for our classes.

The administration and staff at Lake Alfred Polytech Academy participate in a plethora of professional development to build the capacity of the staff and promote continued student achievement. Staff annually attend, FETC, Eric Jensen, ISTE, Emergenetics, LSI (Marzano), Science in the Rockies, Trauma-Skilled Schools, and Jay McTighe conferences and participate in professional development on personalized learning, project-based learning, unit development, assessment development, LEGO robotics, VEX EDR, technology integration, Kagan Collaborative Structures, conferences and trainings. The majority of our teachers have been trained in the use of Emergenetics in the classroom enabling them to group students for success and improve their communication and understanding of each student to build positive relationships and personalize learning. As staff members from each grade level and content area attending training each year there are teachers who can serve as grade level/content area supports for their peers and assist in the school-wide implementation and support the sustainability of school initiatives. These teachers also provide training to their peers throughout the school year during PLCs and content area planning times.

Parent Family and Engagement Plan (PFEP) Link

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