

Polk County Public Schools

Lake Shipp Elementary School



2021-22 Schoolwide Improvement Plan

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Lake Shipp Elementary School

250 CAMELLIA DR, Winter Haven, FL 33880

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

Demographics

Principal: Kathy Raub

Start Date for this Principal: 7/23/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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 (53%) 2017-18: C (49%) 2016-17: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	

* 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 Shipp Elementary School

250 CAMELLIA DR, Winter Haven, FL 33880

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	77%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

At Lake Shipp Elementary, we will foster a learning environment that helps students understand the purpose of learning while actively engaged in student centered activities.

Provide the school's vision statement.

Vision:

At Lake Shipp Elementary students are educated through a collaborative team consisting of parents, school staff, peers, and the community to become lifelong learners. Children take risks and become productive and innovative without fear of failure; their gifts and talents are recognized and celebrated.

MOTTO:

Be Responsible
Be Respectful
Be Safe

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Raub, Kathryn	Principal	ensuring that academic policies and curriculum is followed, enforcing discipline when necessary, helping teachers reach their teaching potential, meeting with parents, students, and community leaders to discuss school concerns, and the daily operation of the school.
Murphy, Jane	Reading Coach	Support teachers with reading planning and instruction. New teacher mentor.
Spencer, Artesha	School Counselor	Provide social skills lessons to all children. Work with small groups of children based on needs. Work with teachers on the MTSS process and help children get the help they need.
Mason, Malissa	Teacher, K-12	Follow the math curriculum and help all students reach their maximum potential. Be a leader and a voice for their grade level.
Pizarro, Maria	Teacher, K-12	Follow the science curriculum and help all students reach their maximum potential. Be a leader and a voice for their grade level.
Bradwell, Likisha	Teacher, K-12	Follow the math curriculum and help all students reach their maximum potential. Be a leader and a voice for their grade level.
Carrasco, Monica	Teacher, K-12	Follow the math curriculum and help all students reach their maximum potential. Be a leader and a voice for their grade level.
Kerley, Juliann	Teacher, K-12	Follow the reading, math, science, and social studies curriculum and help all students reach their maximum potential. Be a leader and a voice for their grade level.
Miller, Latonya	Teacher, K-12	Follow the reading, math, science, and social studies curriculum and help all students reach their maximum potential. Be a leader and a voice for their grade level.

Demographic Information

Principal start date

Friday 7/23/2021, Kathy Raub

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.*

1

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

517

Identify the number of instructional staff who left the school during the 2020-21 school year.

0

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	87	103	81	88	72	0	0	0	0	0	0	0	431
Attendance below 90 percent	0	30	28	22	27	25	0	0	0	0	0	0	0	132
One or more suspensions	0	4	3	4	8	15	0	0	0	0	0	0	0	34
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	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	28	56	25	44	28	0	0	0	0	0	0	0	181

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	16	28	10	28	39	0	0	0	0	0	0	0	121

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	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 6/23/2021

2020-21 - 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	89	95	92	90	73	74	0	0	0	0	0	0	0	513
Attendance below 90 percent	20	20	10	23	6	14	0	0	0	0	0	0	0	93
One or more suspensions	4	3	1	5	1	8	0	0	0	0	0	0	0	22
Course failure in ELA	5	6	9	13	3	10	0	0	0	0	0	0	0	46
Course failure in Math	2	2	2	7	18	5	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide ELA assessment	0	0	0	11	6	21	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide Math assessment	0	0	0	10	13	23	0	0	0	0	0	0	0	46
December 2019 STAR Reading Level 1	0	0	2	22	9	8	0	0	0	0	0	0	0	41
DEcember 2019 STAR Math Levvel 1	0	3	22	6	9	18	0	0	0	0	0	0	0	58

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	8	7	8	22	14	23	0	0	0	0	0	0	0	82

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	3	0	0	2	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

2020-21 - 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	89	95	92	90	73	74	0	0	0	0	0	0	0	513
Attendance below 90 percent	20	20	10	23	6	14	0	0	0	0	0	0	0	93
One or more suspensions	4	3	1	5	1	8	0	0	0	0	0	0	0	22
Course failure in ELA	5	6	9	13	3	10	0	0	0	0	0	0	0	46
Course failure in Math	2	2	2	7	18	5	0	0	0	0	0	0	0	36
Level 1 on 2019 statewide ELA assessment	0	0	0	11	6	21	0	0	0	0	0	0	0	38
Level 1 on 2019 statewide Math assessment	0	0	0	10	13	23	0	0	0	0	0	0	0	46
December 2019 STAR Reading Level 1	0	0	2	22	9	8	0	0	0	0	0	0	0	41
DEcember 2019 STAR Math Levvel 1	0	3	22	6	9	18	0	0	0	0	0	0	0	58

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	8	7	8	22	14	23	0	0	0	0	0	0	0	82

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	3	0	0	2	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	1	1	1	0	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				49%	51%	57%	39%	50%	56%
ELA Learning Gains				52%	51%	58%	45%	51%	55%
ELA Lowest 25th Percentile				47%	49%	53%	59%	45%	48%
Math Achievement				53%	57%	63%	47%	58%	62%
Math Learning Gains				58%	56%	62%	53%	56%	59%
Math Lowest 25th Percentile				68%	47%	51%	50%	44%	47%
Science Achievement				42%	47%	53%	52%	53%	55%

Grade Level Data Review - State Assessments

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
03	2021					
	2019	48%	52%	-4%	58%	-10%
Cohort Comparison						
04	2021					
	2019	47%	48%	-1%	58%	-11%
Cohort Comparison		-48%				
05	2021					
	2019	47%	47%	0%	56%	-9%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	58%	56%	2%	62%	-4%
Cohort Comparison						
04	2021					
	2019	47%	56%	-9%	64%	-17%
Cohort Comparison		-58%				
05	2021					
	2019	48%	51%	-3%	60%	-12%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	40%	45%	-5%	53%	-13%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR Early Lit is used for grades K-1st and STAR Reading and Math are used for 2nd-5th.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	53	63	45
	Economically Disadvantaged	50	63	46
	Students With Disabilities	56	25	0
	English Language Learners	71	57	57
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	65	68	46
	Economically Disadvantaged	74	67	43
	Students With Disabilities	29	38	0
	English Language Learners	67	86	71
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	79	77	70
	Economically Disadvantaged	80	74	64
	Students With Disabilities	0	50	33
	English Language Learners	60	100	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	58	45	32
	Economically Disadvantaged	55	38	29
	Students With Disabilities	40	29	25
	English Language Learners	50	33	25

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	62	64	59
	Economically Disadvantaged	61	65	56
	Students With Disabilities	29	14	29
	English Language Learners	42	44	32
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	66	71	57
	Economically Disadvantaged	66	71	54
	Students With Disabilities	40	50	50
	English Language Learners	63	63	50
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	36	30
	Economically Disadvantaged	37	33	27
	Students With Disabilities	17	17	0
	English Language Learners	55	27	14
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	39	25
	Economically Disadvantaged	30	38	27
	Students With Disabilities	10	17	0
	English Language Learners	44	33	21

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38	44	40
	Economically Disadvantaged	31	38	35
	Students With Disabilities	11	13	0
	English Language Learners	21	27	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35	36	39
	Economically Disadvantaged	32	26	31
	Students With Disabilities	0	0	13
	English Language Learners	36	47	41
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	63	43	42
	Economically Disadvantaged	53	38	27
	Students With Disabilities	50	0	0
	English Language Learners	64	51	49

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD				4	40						
ELL	30	38		26	33		31				
BLK	41	26		25	12		6				
HSP	25	28		26	41		32				
WHT	57	29		50	29		50				
FRL	37	22	10	23	24	50	17				
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	26	47	45	26	67	70					
ELL	26	36		47	46						
BLK	44	57	40	42	65	75	40				
HSP	39	41	45	55	58		41				

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
MUL	40			40							
WHT	62	54		62	49		45				
FRL	49	51	50	50	56	65	44				
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	9	26		9	32	33					
ELL	28	70	81	38	61	70					
BLK	31	40	45	41	47	38	45				
HSP	43	56	76	51	55	67	50				
WHT	40	40		51	57		63				
FRL	36	45	58	43	50	48	48				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	292
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	15
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	37
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	22
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	43
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	32
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Data shows our lowest 25 % obtains minimal to no growth. Data also show a gap in learning gains.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Reading and math proficiency shows the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The lack of direct instruction of the standards and the need for additional small group support. Small group instruction is effective because teaching is focused precisely on what the students need to learn. There are several benefits of small-group instruction, which include more efficient use of teacher and student time, increased instructional time, and more opportunities for students to improve critical academic skills.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The lowest 25% in math showed the greatest improvement in the 2019 state assessments. Our school moved from 50% proficiency to 68% proficiency.

What were the contributing factors to this improvement? What new actions did your school take in this area?

In the area of math we implemented several new resources. We began to follow the Engage NY program for math making sure to cover all of our Florida Standards, we implemented BBY calendar baits in all classrooms, used Reflex Math for additional support in basic facts, and used the District programs that are provided.

What strategies will need to be implemented in order to accelerate learning?

We will continue to follow the math model that was developed in 2018-2019 to continue to support math instruction. Small groups sill also be used to enrich and remediate all students.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will train new teachers in the use of Engage NY, Reflex Math, and BBY Calendar Baits. These teachers will also plan with veteran teachers to help support the instruction and the teacher. For the teachers that have been at our school we will continue to monitor the math instruction in the classrooms and offer support where needed.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

No additional services will be added unless the data reflects a need for it. We will continue to hold data discussions after each progress monitoring and discuss grouping students and the supports needed to help these children be successful.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:	Through administrative and coach support, teachers will plan instruction to increase ELA and math proficiency for all students. On progress monitoring and the ESSA Report, ELA and math continue to be areas of opportunity.
Measurable Outcome:	The overall proficiency in ELA was 49%. The goal is to move from 49% to 55% overall. The overall proficiency in math was 53%. The goal is to move from 53% to 60%.
Monitoring:	Proficiency in ELA will be monitored by the performance on the weekly reading assessments as well as using STAR Early Lit and STAR. Proficiency in math will be monitored with the module assessments and STAR math.
Person responsible for monitoring outcome:	Kathryn Raub (kathryn.raub@polk-fl.net)
Evidence-based Strategy:	Differentiated Instruction Collaborative Planning Small Group Instruction Professional Development
Rationale for Evidence-based Strategy:	These additional strategies drive a teacher's instruction as they work to meet specific learning objectives and ensure that their students are equipped with the tools they need to be successful.

Action Steps to Implement

Focus on differentiated instruction during collaborative planning with instructional coaches. The reading weekly assessment data will be used to create the instruction in small groups during planning.

Person Responsible Kathryn Raub (kathryn.raub@polk-fl.net)

Provide PD on planning for small group instruction and what it looks like. Additional instructional materials are purchased to use in small group as well as using Ready Florida materials.

Person Responsible Jane Murphy (jane.murphy@polk-fl.net)

Additional small group instruction for the lowest 25% of our students in ELA with the Americorp volunteers and Title One paras.

Person Responsible Jane Murphy (jane.murphy@polk-fl.net)

Insure that inclusion teachers and ELL paras are using researched based strategies during push ins.

Person Responsible Kathryn Raub (kathryn.raub@polk-fl.net)

Utilize Ipads in the classroom to provide extra practice on supplemental sites in reading and math.

Person Responsible Kathryn Raub (kathryn.raub@polk-fl.net)

BBY math resources and Reflex math are used during math intervention to learn and review number literacy, multiplication facts, geometry and time.

Person Responsible Kathryn Raub (kathryn.raub@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Lake Shipp Elementary will continue to monitor our discipline data focusing on bullying, threat & intimidation, and physical attack. All of which are considered violent incidents. According to the FL School Safety Dashboard, Lake Shipp ranked high in this area. We have a "see something, say something" motto that we encourage all students to speak up when something is happening. With a stronger focus in this area we plan to see a decrease in these incidents. We will also continue to look at our suspension rate and have our guidance counselor work with these students to help them change their behaviors. Without students being in school, they can not learn. Once again we ranked high in this area when compared to other schools in the FL School Safety Dashboard. Overall our school ranked #749 out of 1395 in Florida, which is considered moderate. We will continue to monitor our discipline data and work with students to lower this ranking and make Lake Shipp a safer place for our students.

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.

The school has student agendas that are used to communicate with parents on a daily basis as well as a weekly parent communication folder. The folder will be sent home every Wednesday with important information for parents as well as weekly student work. A monthly newsletter will be sent home at the beginning of each month with information about upcoming events as well as activities taking place on campus. Class Dojo is used in all classrooms to communicate with parents, instantly share messages, updates and photos from their class. It is the easiest way to share how children are doing at school and to get in touch with teachers. Four nights are planned to invite parents on campus. Our annual Open House will be in the fall to allow parents to come talk with teachers and visit their child's classroom and school environment. Three other nights are planned; reading, math, and science, to showcase what is covered in these areas and to share ways for parents to help their child at home.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The faculty at Lake Shipp is one of the first stakeholders our parents see. We will promote a positive learning environment and establish open lines of communication in many ways. The parents and students are another important stakeholder. We have dates set aside for them to join us on campus and see what their children are learning, how to help their child at home, and just to spend a little time with us to learn new things. Our community partners that serve on our SAC Committee are also very important. We meet quarterly to discuss the school happening, data, concerns, and what they can do to help support our school community. Another great stakeholder is our Winter Haven Community Liaison. Through this position we have been able to offer many services to our school family. He has partnered with Polk Vision to offer the Know & Grow Program to our parents and students, he has helped us secure a mobile wellness and vaccine clinic to come to our school, as well as provide food for families in need and help in securing incentives for our staff and students.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction	\$0.00
Total:			\$92,949.00