

Polk County Public Schools

# Lake Alfred Polytech Academy



2022-23 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: 7/28/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (49%) 2018-19: C (50%) 2017-18: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI

\* 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](http://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

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p>Middle School 6-8</p>	<p><b>2021-22 Title I School</b></p> <p>Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>66%</p>

## School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	C	C	C	C

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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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Gross, Britt	Principal	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.
Williams, Tony	Assistant Principal	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.
Gaymont, Katherine	Reading Coach	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.
Smelser, Belinda	Math Coach	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.
Lane, Brandon	Teacher, K-12	Works with school administration with the development and implementation of the school's local testing program. 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. Assists in coordinating workshops and activities on school accountability and data issues. Conducts training with school personnel on state testing requirements, environment, security, and procedures and the implementation and use of progress monitoring systems.
Jenkins, Mario	Dean	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.



Name	Position Title	Job Duties and Responsibilities
Canon, Lana	Curriculum Resource Teacher	<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>
McGill, Idiana	Teacher, ESE	<p>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. 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. Will assist with progress monitoring, data collection, analysis and necessary changes in the instructional program for students with disabilities based on assessed results.</p>
Peabody, Brooke	Instructional Technology	<p>Coordinates the maintenance, operation and management of existing instructional and non-instructional school microcomputer networks. Develops and maintains network procedures to ensure regular system backups on a timely basis for administrative, media, foodservice and instructional networks. Maintains software/hardware inventory to include locations within school and a school data-wiring diagram. Establishes environment encouraging creative and independent use of instructional technology. Coordinates and/or provides training to school staff in network and software use. 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>
Hearn, Anne-Marie	Instructional Media	<p>Provides leadership and expertise in the development, implementation and evaluation of the school library media program and instructional materials to promote student learning and teacher effectiveness for the benefit of the system's total educational program. Coordinates all aspects of the school library media program, library media services, and management, oversight, and instructional materials adoptions, purchases, and implementation of inventory.</p>

## Demographic Information

**Principal start date**

Tuesday 7/28/2020, Britt Gross

**Number of teachers with a 2022 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.*

1

**Number of teachers with a 2022 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.*

15

**Total number of teacher positions allocated to the school**

40

**Total number of students enrolled at the school**

694

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

12

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

8

**Demographic Data**

## Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	225	232	241	0	0	0	0	698
Attendance below 90 percent	0	0	0	0	0	0	65	81	83	0	0	0	0	229
One or more suspensions	0	0	0	0	0	0	24	49	69	0	0	0	0	142
Course failure in ELA	0	0	0	0	0	0	1	4	21	0	0	0	0	26
Course failure in Math	0	0	0	0	0	0	0	7	11	0	0	0	0	18
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	64	76	88	0	0	0	0	228
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	59	78	78	0	0	0	0	215
Number of students with a substantial reading deficiency	0	0	0	0	0	0	1	0	0	0	0	0	0	1

Using the table above, complete the table below with the number of students by current grade level who have 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	43	66	85	0	0	0	0	194

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Monday 7/25/2022

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	168	245	222	0	0	0	0	635
Attendance below 90 percent	0	0	0	0	0	0	25	49	65	0	0	0	0	139
One or more suspensions	0	0	0	0	0	0	10	22	20	0	0	0	0	52
Course failure in ELA	0	0	0	0	0	0	0	23	33	0	0	0	0	56
Course failure in Math	0	0	0	0	0	0	0	10	23	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	14	48	44	0	0	0	0	106
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	23	44	39	0	0	0	0	106
Number of students with a substantial reading deficiency	0	0	0	0	0	0	88	89	75	0	0	0	0	252
Level 1 on 2021 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2021 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	14	58	64	0	0	0	0	136

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

**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	168	245	222	0	0	0	0	635
Attendance below 90 percent	0	0	0	0	0	0	25	49	65	0	0	0	0	139
One or more suspensions	0	0	0	0	0	0	10	22	20	0	0	0	0	52
Course failure in ELA	0	0	0	0	0	0	0	23	33	0	0	0	0	56
Course failure in Math	0	0	0	0	0	0	0	10	23	0	0	0	0	33
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	14	48	44	0	0	0	0	106
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	23	44	39	0	0	0	0	106
Number of students with a substantial reading deficiency	0	0	0	0	0	0	88	89	75	0	0	0	0	252
Level 1 on 2021 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2021 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	14	58	64	0	0	0	0	136

**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	3	0	0	0	0	3
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 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	42%	40%	50%				44%	48%	54%
ELA Learning Gains	43%						43%	52%	54%
ELA Lowest 25th Percentile	33%						40%	48%	47%
Math Achievement	47%	34%	36%				47%	50%	58%
Math Learning Gains	53%						48%	50%	57%
Math Lowest 25th Percentile	48%						46%	48%	51%
Science Achievement	49%	40%	53%				32%	44%	51%
Social Studies Achievement	61%	49%	58%				67%	72%	72%

**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
06	2022					
	2019	53%	48%	5%	54%	-1%
Cohort Comparison						
07	2022					
	2019	39%	42%	-3%	52%	-13%
Cohort Comparison		-53%				
08	2022					
	2019	33%	48%	-15%	56%	-23%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	47%	47%	0%	55%	-8%
Cohort Comparison						
07	2022					
	2019	47%	39%	8%	54%	-7%
Cohort Comparison		-47%				
08	2022					
	2019	19%	35%	-16%	46%	-27%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	32%	41%	-9%	48%	-16%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	68%	70%	-2%	71%	-3%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	80%	50%	30%	61%	19%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	53%	-53%	57%	-57%

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	14	33	32	21	38	32	25	42			
ELL	23	33	30	27	42	50	25	45			

2022 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 2020-21	C & C Accel 2020-21
BLK	34	44	37	42	56	39	35	47	73		
HSP	40	40	35	43	50	52	46	60	69		
MUL	50	47		56	63						
WHT	49	44	25	53	52	50	62	66	66		
FRL	39	43	37	44	53	48	50	57	72		
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	29	42	41	27	31	29	25	69			
ELL	29	41	35	29	27	28	20	54			
BLK	34	37	24	27	24	30	20	47	43		
HSP	43	45	32	41	35	43	39	64	64		
MUL	50	38		43	14						
WHT	48	43	33	48	34	36	53	70	47		
FRL	36	36	26	35	29	33	35	60	39		
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		

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	48
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	31
Total Points Earned for the Federal Index	475
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
<b>English Language Learners</b>	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	54
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
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	52
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	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?**

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 trends across grade levels and subgroups remains that our ELL and SWD students are not performing on grade level.

**What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?**

Based off our progress monitoring data we have four areas that have great need for improvement: SWD across all contents, ELA, Math and Science. 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. Our greatest need for improvement is our SWD. In Math and ELA those students continue to not perform on grade level.

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

One of the major contributing factors to this need for improvement we encountered last year was that we had to pull our support staff and ESE Inclusion teachers to provide classroom coverage throughout the year. For the 2022 – 2023 school year several changes have been made to help facilitate reaching our instructional goals. ESE Inclusion teachers will be assigned to specific content areas. They will have a specific caseload and will be the primary service provider to their assigned students in math, ELA, and reading classes. All core teachers will have common planning by subject area. Our LEA Facilitator will monitor student needs and assist with ensuring the needs are met.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

The progress monitoring data indicates that 7th grade math shows the most improvement. The Mathematics Learning gains data component has shown the greatest improvement with 64% of our students making learning gains this year. This improvement can be attributed to many factors, including

the scheduling of students struggling in Algebra 1 with our Math Interventionist 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

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

There are several contributing factors to our improvement in mathematics: Our Math Coach and math teachers collaboratively developed Module Assessments to assist in monitoring student progress toward proficiency and guide intervention strategies between progress-monitoring assessments. Our teachers had common planning times with their grade level content to allow for planning to ensure standards were taught to proficiency. Teachers utilize personalized learning based off data and hold data chats regularly with their students.

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

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. 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 Learning objective matches the benchmark, and the tasks are aligned to the benchmark. 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.

**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.**

Monthly during PLCs and Common Planning administration, Coaches, and Interventionists will work with all teachers on researching, gathering, and developing engaging resources. Professional development for teachers will focus on different areas of need including but not limited to:

- Learning Arc
- Personalized learning in the classroom
- Providing small group instruction
- Using data to drive instruction
- Conducting student data chats
- Developing engaging lessons with technology integration
- Resources for ELL and SWD
- Using ClassDojo

Professional development Supplies, Instructional Technology supplies, and instructional materials (laptop batteries, Fab Lab supplies) for these sessions will be purchased through the school's 2022-2023 Title I Part A allocation. Monthly the administration, Coaches, and Interventionists 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.

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

Some of the additional professional development, schoolwide initiatives, and services that will be implemented and funded through the school's 2022 - 2021 Title I Part A allocation during the 2022 – 2023 school year include CHAMPS, a comprehensive PBIS and MTSS initiative throughout the school, and training teachers on accessing IEP and 504 information for students through FOCUS.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

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

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Data from FSA shows a trend of 3-11% proficiency loss from grade to grade with ESE and ELL students.  
 Data from FSA shows a trend of 1-7% proficiency loss from grade to grade.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

State data will show a minimum of +1% proficiency increase for all grades/content as well as 10% of the students just below the proficiency line becoming proficient.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Progress monitoring data offered by district level assessment platforms will be used to ensure students are mastering Benchmarks being taught after planning is properly implemented.

**Person responsible for monitoring outcome:** Katherine Gaymont (katherine.gaymont@polk-fl.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

1. Monitor students engaging in equivalent experiences aligned to state expectations using SWT.
2. Engage teachers in standards-based planning protocol using the Learning Arc Framework.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down—and How to Fix It speaks to the relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. It is imperative we both monitor for aligned and plan for teacher’s understanding of the Benchmarks and aligned tasks and assessments.

**Action Steps to Implement**  
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strategy 1 – Standards Walkthrough Tool Monitoring  
 Action Step 1 – Create calendar for leadership team calibration walks

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

Strategy 1 – Standards Walkthrough Tool Monitoring  
 Action Step 2 – Train leadership team on walkthrough tool in first two calibration walks

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

Strategy 1 – Standards Walkthrough Tool Monitoring

Action Step 3 – Conduct calibration walks until team shows 90-100% calibrated consistency with rationale

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

Strategy 1 – Standards Walkthrough Tool Monitoring

Action Step 4 – Add SWT data review to every leadership team meeting agenda

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

Strategy 1 – Standards Walkthrough Tool Monitoring

Action Step 5 – Establish protocol to review data including evidence in SWT

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

Strategy 1 – Standards Walkthrough Tool Monitoring

Action Step 6 – Monitor impact between data review from SWT and planning per content/course/grade level

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

Strategy 2 – Planning with Arc Framework

Action Step 1 – Create master schedule that includes intentional collaborative planning

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

Strategy 2 – Planning with Arc Framework

Action Step 2 – Assign and train planning facilitators

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

Strategy 2 – Planning with Arc Framework

Action Step 3 – Add planning results findings to leadership team meeting agenda

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

Strategy 2 – Planning with Arc Framework

Action Step 4 – Conduct planning protocol on a “weekly” basis

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

Strategy 2 – Planning with Arc Framework

Action Step 5 – Review planning findings during leadership team meetings on a routine basis

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

Strategy 2 – Planning with Arc Framework

Action Step 6 – Conduct correlation analysis between SWT findings and Benchmarks planned for using Arc

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

**#2. Positive Culture and Environment specifically relating to Discipline**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

During the 2021-2022 school year we had a total of 885 office referrals written. Of those referrals, 377 resulted in a suspension totally 749 days. This means that the 265 kids that had referral written missed a total of 749 days of instruction in class.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

We will decrease the number of students having referrals by 10% and the number of days students are suspended by 10%.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

The school administration will use Focus discipline data to monitor progress toward achieving the Measurable Outcome for this Area of Focus.

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Professional development will be focused on classroom management strategies and interventions that can be put into place by the teachers within the classroom before resorting to an office referral.  
 CHAMPS strategies will be put into place and will be reviewed throughout the year. Teachers will also be taught how to use the Teacher's Encyclopedia of behavior management book for interventions before office referrals.

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy.**

John Hattie's Visible Learning speaks to Marzano's (2000) investigation on the effects of various classroom management processes on a number of outcomes including achievement. "The effect on achievement from well-managed classrooms was  $d=0.52$  and on heightened engagement was  $d=0.62$ . The attributes of teachers that had the greatest influence on ensuring well-managed classroom and reducing disruption came from having an appropriate mental set "with-it-ness" by the teacher; that is, the teacher had the ability to identify and quickly act on potential behavioral problems, and retained an emotional objectivity. "

**Describe the resources/ criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Strategy 1 - Ensure all staff have an understanding of the process and status of discipline on campus.  
Action Step 1- Create a school-wide discipline plan.

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

Strategy 1 - Ensure all staff have an understanding of the process and status of discipline on campus.  
Action Step 2- Develop a training plan for staff on CHAMPS, Win Win Discipline, using the Teacher's Encyclopedia of Behavior Management, the schoolwide discipline plan and referrals.

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

Strategy 1 - Ensure all staff have an understanding of the process and status of discipline on campus.  
Action Step 3- Train staff on CHAMPS, Win Win Discipline, using the Teacher's Encyclopedia of Behavior Management, the schoolwide discipline plan and referrals during pre-planning.

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

Strategy 1 - Ensure all staff have an understanding of the process and status of discipline on campus.  
Action Step 4- Monthly update discipline board with number of referrals, OSS actions, and OSS suspension days.

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

Strategy 1 - Ensure all staff have an understanding of the process and status of discipline on campus.  
Action Step 5- Review discipline data in Leadership Team meetings.

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

Strategy 1 - Ensure all staff have an understanding of the process and status of discipline on campus.  
Action Step 6- Review discipline data in monthly staff meetings.

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

Strategy 1 - Ensure all staff have an understanding of the process and status of discipline on campus.  
Action Step 7- Have ongoing discussion on discipline data and determine which teachers may need additional assistance with classroom management and coaching support.

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

Strategy 2 - Implement a PBIS program on campus.  
Action Step 1 - Revise and update the school's PBIS plan.

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

Strategy 2 - Implement a PBIS program on campus.  
Action Step 2 - Train all staff on the PBIS plan during pre-planning.

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

Strategy 2 - Implement a PBIS program on campus.  
Action Step 3 - Teach and reteach students PBIS and campus behavior expectations during quarterly class meetings.

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

Strategy 2 - Implement a PBIS program on campus.  
Action Step 4- Conduct monthly PBIS meetings to address student concerns and develop intervention plans for those students.

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

Strategy 2 - Implement a PBIS program on campus.  
Action Step 5- Review PBIS data in Leadership Team meetings and monthly staff meetings.

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

Strategy 2 - Implement a PBIS program on campus.  
Action Step 6- Conduct re-entry meetings for all suspended students.

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

Strategy 2 - Implement a PBIS program on campus.  
Action Step 7- Assist Tier 2 students in developing behavior modification plans.

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

Strategy 2 - Implement a PBIS program on campus.  
Action Step 8- Conduct social skills groups for Tier 3 students.

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

Strategy 2 - Implement a PBIS program on campus.  
Action Step 9- Review PBIS and discipline data to determine effectiveness of PBIS strategies and interventions in reducing student suspensions.

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

### 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.



### **Describe how the school addresses building a positive school culture and environment.**

There have been great changes that have occurred over the last six years at Lake Alfred Polytech Academy. We have had an overhaul of our school culture, climate, and the education we provide our students. Our greatest success in the last six years has been the improvement of our school image and reputation, which has led to increased enrollment, greater community and family involvement, and lower student and teacher attrition rates.

Despite the challenges Lake Alfred Polytech Academy has faced in the past, in the 2021-2022 school year the school recruited over 220 new students. This increased interest in the school and the school's continued increase in enrollment is related to the marketing and recruitment efforts of the school's administration, teachers, staff, parents, community members, and students. As the enrollment and interest in the school and attendance of campus events continues to grow, additional parent, family, and community engagement events are added

each year that are well attended by members of the community, volunteers, and current and prospective students and parents.

Six years ago our SAC committee was basically nonexistent. Over the course of the last six years, we have been able to grow the group. Teachers, parents, community member and students make up the SAC committee and we have 19 voting members that reflect the racial make-up of our school. We also are proud to say that some of the SAC officers are parents.

Having parental support is very important to the culture of a school. We worked very hard to encourage parents to have a voice on our campus, with this in mind we restarted our PTO. Prior to receiving a magnet grant in 2016, parent involvement on campus was rare but even with the Covid restrictions the PTO parents found ways help support our students and staff through outside of school fundraisers and spirit nights at restaurants. Due to COVID we have had to restrict access to our campus for visitors. However, we have continued our partnership with the Lions Club of Lake Alfred who continues to support out students through weekly food donations. It is our plan to invite all our Community Partners back on campus and continue the programs we have had in the past. As a school community have experienced a positive change in our school culture amongst all stakeholders. There has been an increase in parent participation, student engagement, teacher retention and we have programs that are now self-sustaining. All of these have increased student interest in learning and have played a major part in the improved culture. As we reflect and plan, the goal is to maintain and improve on these positive changes.

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

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.

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. With our magnet grant funds, we were able to purchase equipment and supplies to enhance the Fabrication Lab and robotics programs. The Fabrication Lab and robotics programs have become our biggest recruitment draws for incoming students. The Fabrication Lab has created an online catalog of items that the students make and market. Each year

the teachers and students solicit new ideas from the community to add to the catalog. This has allowed the Fabrication Lab to become self-sustaining. In addition to the Fabrication Lab, we have been able to develop our Hydroponics system, which was built within our existing greenhouse. This system will allow us to incorporate hands on opportunities within our science classes while growing crops to share with our cafeteria staff for them to make food for students to enjoy. Additionally, businesses in our local community have begun to purchase lettuce from our program to supplement their local supplies.