

Frostproof Middle/Senior High

1000 PALM AVE N, Frostproof, FL 33843

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

School Demographics

School Type

High

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate
(As Reported on Survey 2)

56%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate
(Reported as Non-white on Survey 2)

51%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	29
Technical Assistance Items	30
Appendix 3: Budget to Support Goals	0

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Mission Statement

To build a safe, comprehensive educational community which creates life-long learners, optimizes each child's potential to achieve academic success, promotes diversity, enhances self-esteem, and builds personal responsibility through rigorous instruction and an infusion of technology in a well-articulated curriculum.

Provide the school's vision statement

Vision Statement

To develop responsible, productive members of our global society.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

At the beginning of the school year, teachers administer interest inventories, such as Learning Styles and "True Colors," to find out about their students. This information helps build relationships with students. This can also be used to differentiate instruction.

Many of the teachers at Frostproof Middle Senior High School attend extracurricular activities to show interest in their students.

Our Migrant Advocate hosts a Parent Night in which parents can bring dishes to share. Teachers are invited to attend to meet families and experience some of their culture.

Meetings are held with translators for our Spanish speaking parents to facilitate communication.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Several measures have been put in place to provide a safe environment for our students. First, fencing and posts were placed around the entire campus to limit access. Teachers are instructed to keep their doors locked at all times. Yearly, teachers and staff are instructed in lock down procedures. Each month there is a fire drill so students can practice exiting the building safely.

Students participate in anti-bullying lessons at the beginning of the school year. A bully box is located in the office, in case students need to anonymously report bullying in the school. We have three Guidance Counselors who are available to assist students who are bullied or do not feel safe or respected on our campus. Additionally, we have an Assistant Principal of Academics and School Resource Officer to help students.

Students who stay after school must be under the direct supervision of a staff member or coach. Students are supervised until they are picked up by their parent.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The beginning of the year starts with "fireside chats" at which the principal talks with all students about daily and behavioral expectations. A PowerPoint aids in illustrating the procedures for the

school day. The dress code is also discussed.

Each teacher has rules posted in their rooms. They go over their expectations at the beginning of the school year.

The levels of discipline at Frostproof Middle Senior High School include parent contact, lunch detentions, Choice Room, Work Details, In-School Suspension (ISS), Out of-School Suspension (OSS), and Alternative Education. Minor infractions are handled with lunch detentions. As the infractions escalate in intensity or frequency, the student may be placed in ISS for the day or a class period. The Choice Room is used for tardies. Severe infractions are given OSS.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Frostproof Middle Senior High School has three Guidance Counselors, an Academic Dean and a Migrant Advocate. Several programs are in place to help students such as HEARTH, Upward, and Take Stock Mentoring Program.

We have a Department of Children and Family Services Liaison that works with the school as a resource to help students.

As a Title 1 school, tutoring programs are provided as well as Saturday Academies to prepare for high stakes tests.

The Migrant and ESOL programs have after school tutoring that also provides transportation for these students.

Many teachers both counsel and mentor students. They also provide before school and after school tutoring.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

1. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
2. One or more suspensions, whether in school or out of school
3. Course failure in English Language Arts or mathematics
4. A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematic
5. Overage Students

Provide the following data related to the school's early warning system

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

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	19	15	30	34	27	17	21	163
One or more suspensions	5	3	5	1	2	1	0	17
Course failure in ELA or Math	0	0	0	23	11	2	3	39
Level 1 on statewide assessment	30	36	45	23	28	32	12	206
Overage - 2 years or more	11	11	5	8	9	1	6	51
	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level							Total
	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	10	11	13	24	22	10	6	96

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Students who had attendance below 90 percent for last year were sent a letter by the School Social Worker. Follow up will be made for students having less than 90 percent attendance this year. Parents will be contacted.

This year, Frostproof Middle Senior High School is re-instituting the In School Suspension program to improve attendance of students who have previously been suspended out of school.

Frostproof Middle Senior High School uses the Edgenuity program for credit recovery for both high school and middle school students. This program can provide credits for our overage students.

Struggling students can also choose the 18 credit option to be able to graduate on time.

Teachers use information provided by the county program called IDEAS to determine student achievement levels on the FCAT, FSA and EOC's. These students are targeted for additional help, tutoring and remediation.

Counselors meet with at risk students each quarter to talk about their grades and making up assignments.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/180992>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

One of our main avenues to build relationships is through our Booster Programs. We have boosters for academics, athletics, band, and agriculture. These groups meet regularly to fellowship and plan programs to help our students.

The Academic Boosters meet specifically to recognize academic achievement. Not only do they pay for all our incentives and Academic Awards program, but also pay for Academic Team shirts and refreshments when meets are held at our school. In addition, they sponsor the yearly Teacher Appreciation Lunch to thank the teachers for all their work throughout the year.

Our School Advisory Council meets quarterly to discuss issues, make decisions and hear about the state of the school. Representation on the SAC committee mirrors the ethnic make up of our school

population.

Our Title I program hosts activities to build capacity with parents. These include parent nights, monthly newsletters, and advisement sessions with parents.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
WINDHAM, KYLE	Principal
Portwood, Arlene	Assistant Principal
Davis, Melodie	Assistant Principal
Demarco, Nancy	Instructional Coach
Frazier, Dwight	Assistant Principal
Aldrich, Simone	Instructional Coach
Lewis, Teresa	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The team meets bi-weekly to engage in the following activities:
 Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
 Based on the above information, the team will identify professional development and resources.
 The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
 The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Kyle Windham- Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Arlene Portwood – Assistant Principal for Curriculum: Provides information regarding the course of study for the individual student according to the Student Progression Plan.

Dwight Frazier- Assistant Principal for Administration: Provides information regarding the individual students discipline record as well as an insight to the reasons for student behavior.

Melodie Davis- Academic Dean: Works with all students to monitor progress and encourage students

to achieve learning gains and achievement level growth. She also provides the structure for progress monitoring.

Simone Aldrich- Reading Coach: Provides guidance to reading teachers on 6-12 reading plan; works with the lowest 25% of the reading students.

Nancy DeMarco- Math Coach: Provides guidance to math teachers on math learning maps, student data, and lowest 25% math students.

Jennifer Regling- ESE Facilitator: Participates in the collection, interpretation, and analysis of data, facilitates the development of intervention plans, provides support for intervention fidelity and documentation, and provides professional development and technical assistance when needed.

Renee Waller, Teresa Lewis and Anne Youtsler - Guidance Counselors: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, they will continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Select General Education Teacher: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, and collaborates with other staff to implement Tier 2 interventions.

Title I, Part A

This is the fourth year Frostproof Middle Senior High School received the Title 1, Part A1 Grant. Monies will be used to support a three part program: Assessment, Professional Development and Parent Involvement. A facilitator will coordinate the program. Two staff members are also paid for by Title 1; Reading Interventionist and Math Interventionist. Additional monies are being used to supplement classroom materials, materials for parents, fund individual parent conferences, and parent workshops.

Title I, Part C- Migrant

Migrant students enrolled in Frostproof Middle Senior High School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Frostproof Middle Senior High are used to provide professional development.

Title III

The district provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I, Part C. Supplemental Academic Instruction (SAI)

All students functioning below grade level are given baseline evaluations in reading, math, writing, and science at the beginning of the year. This is followed by periodic re-evaluations throughout the year. Teachers are provided reports that guide instruction to improve student performance.

Violence Prevention Programs

A Bullying Prevention program is provided for all students through the District Office. Guidance provides group sessions on various topics which include anger management, bullying, cyber bullying, etc. Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

Due to our large population that qualify for free and reduced lunch, we also provide a breakfast program.

Adult Education

Through the district adult education program we offer a GED class on campus in the evenings. The district also provides programs for students who have left the traditional high school. Through the vocational schools, they can also get a Polk District Diploma while learning a vocation.

Career and Technical Education

We began an agricultural academy last year called, "AgDogs." This academy will focus on commercial growers and agribusiness.

Job Training

Through our Marketing program and Ag program, we offer On-Job-Training. Also, the ESE Career Prep/Career Experience provides OJT training for qualified students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kyle Windham	Principal
Arlene Portwood	Education Support Employee
Deborah Webber	Teacher
Pamela Hadden	Teacher
Velda Benton	Business/Community
Neal Byrd	Business/Community
Nancy DeMarco	Education Support Employee
Teresa Lewis	Education Support Employee
Kelly Galati	Parent
Chuck Thornton	Business/Community
Betty Yates	Business/Community
Elvia Espinoza	Parent
Benito Hernandez	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Advisory Council will review the school's performance data on the FSA and EOC's. They also look at the parent attitude survey completed by Title 1 in the Spring. This information is used to formulate the goals and plans for the upcoming school year and the School Improvement Plan. The previous year's SIP was reviewed to see how closely we came to attaining our goal.

Development of this school improvement plan

The data we have from the Spring FSA / EOC testing was shared with the SAC. The process of developing a school goal, identifying barriers and strategies to overcome them were discussed with the SAC. The SAC was asked to provide input into other needs, barriers or strategies they wanted to see in the School Improvement Plan.

Preparation of the school's annual budget and plan

The three main areas for the School Improvement Plan focus on reading, writing and mathematics. The annual budget and plan will focus on improving student achievement in those areas across the curriculum. We will provide professional development and lesson studies across the curriculum to increase student engagement. Monies will also be spent on increasing computers on campus so students are prepared for academics, the workplace and testing that will take place during the year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

We used our school improvement funds to purchase materials for enrichment and remediation in our reading program, especially across the curriculum. We used funds for the Reading Department Lesson Study. This proved very beneficial in allowing teachers to see our they can better engage their students.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
WINDHAM, KYLE	Principal
Portwood, Arlene	Assistant Principal
Davis, Melodie	Assistant Principal
Aldrich, Simone	Teacher, K-12
True, Annette	Instructional Media
Lewis, Teresa	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major focus this year for literacy is reading across the content areas. We have planned quarterly trainings to help teachers accomplish this goal. The first training presents expanding vocabulary and using graphic organizers that teachers can use to help students actively read. The next training deals with closure, summarization and higher order thinking questions will be incorporated throughout all courses along with extended passages. The third training will explain three tier words and word walls. Another initiative of this group for this year is evaluation of data for students. Learning communities will focus on the levels for each student in each teacher's class and how to differentiate learning for those students.

This training will begin with Data Day, a county initiative, and go throughout the year. The Media Center will purchase new books to keep the circulation current.

There will be a group of 5 reading teachers, along with our Reading Coach, who will participate in three Lesson Studies this year. A District Representative will come to train the teachers in the proper procedure to complete the Lesson Study. Substitutes will be provided by our Title 1 program.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers are asked to visit a peer teacher's class for one period each month during the year. Peer Observation sheets are then completed and submitted to the administration. Teachers are also scheduled so there is common planning within accountability classes. This will foster greater collaboration within subject areas meets twice weekly. Title 1 monies are available for teachers who chose to work collaboratively after school hours. Teachers select their representatives for the School Advisory Committee.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

1. Principal attends the bi-annual job fairs at local universities.
2. Interview applicants go through the district screening to determine their eligibility.
3. Beginning teachers are partnered with a mentor teacher.
4. New, experienced teachers are partnered with veteran staff.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

New teachers to our faculty are paired with mentors or veteran staff. These pairs meet periodically to discuss strategies for setting up groups, differentiating instruction, implementing the Florida Standards, and studying student achievement. These pairs set a regular schedule to meet and discuss topics. Informal sessions may take place on an as needed basis. New teachers also meet periodically with the principal to receive feedback on standards in the evaluation process such as curriculum planning, classroom management and use of technology.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All teachers are expected to use the Polk County Learning Maps. These are time sensitive plans based on the Florida Standards. Lesson plans are checked periodically to assure all teachers are following the schedules. Classroom walk-throughs also provide evidence of Florida Standard implementation, with fidelity.

Teachers have been trained in the use of CPALMS to see all their standards, suggestions for implementation, and activities that can be used with students. Further professional development in the use of CPALMS is planned for this year.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

At the beginning of the school year, teachers give interest inventories to determine the learning styles of their students. They use data to determine grouping and differentiate instruction.

An example of a differentiated lesson is provided by one of our English teachers. She allows students to do a photo essay for some assignments and written essays for others. Teachers may allow for a collage, essay, poem, or other form of expression to satisfy the rubric for an assignment. Our reading department uses centers to increase student achievement.

Title 1 provides two positions to assist struggling students; a reading coach and math coach. These teachers will work with teachers to assure the implementation of the learning maps as well as assisting the lowest 25% of students in various grades to improve student achievement.

New reading programs are being implemented this year that take advantage of technology to provide more immediate feedback on reading passages, vocabulary, and comprehension.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 216

Students who have not been able to master subjects during the school year are able to attend after school tutoring three days a week for two hours.

Strategy Rationale

Students need additional assistance to master material being covered in the classroom.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

WINDHAM, KYLE, kyle.windham@polk-fl.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student grades will be monitored to show effectiveness.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

In the Spring, we host the rising 5th graders from our two elementary feeder schools. They tour the school and meet various teachers. Then they all congregate in the auditorium. The band plays music and the Guidance Counselor talks to them about what it will be like in Middle School.

In the Fall, the 9th grade counselor meets with parents before Open House to discuss transitioning to 9th grade. Credit requirements, assessment information and grade point averages are all covered by the 9th grade Counselor.

Also on Open House night, our Senior Guidance Counselor meets with parents about transition plans

after high school. Whether it be work, post-secondary education or military plans, these options are explained to parents.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Career planning is included as part of the social studies curriculum for all middle school students. We offer a personal, career, and school success course targeted at students that are in danger of not graduating. All non-core courses include a section on related careers. We use reports from the PSAT given to all 10th graders to determine the potential for students to be successful in AP or Dual Enrollment classes. The ASVAB is also given to help students making career choices.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

District Learning Maps include opportunities to explore how various topics are relevant to the student's real life experiences. Courses such as applied math teach students real world applications of the math concepts. Math for College Success and English for College Success are courses designed to transition students from high school to college.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The percent of the graduates who scored a Level 3 or better on the Grade 10 FCAT in both reading and math is higher than both the district and state. The percent of graduates who completed a college prep curriculum, who completed at least one level 3 high school math course or science course, or who completed at least one dual enrollment (DE) was lower than the district average. We will encourage students to take AP or DE classes by more teacher discussion on these courses and having each student meet with a guidance counselor regarding their postsecondary plans. Bright Futures information will be given to all students and parents starting in the 9th grade so that planning throughout their high school career will include knowledge of these opportunities and their goals can reflect this knowledge. Students will be encouraged to take the PERT, SAT, and ACT at the appropriate time during their high school career.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Frostproof Middle Senior High School strongly encourages students to take Advanced Placement classes to earn college credits. Students are also placed in rigorous subjects to prepare them for post-secondary coursework.

Our middle school added a STEM program to add rigor to the curriculum. Students are able to earn high school credit while in middle school which will count towards graduation.

In addition, students have the option to attend two local State Colleges for dual enrollment or early entry.

The PERT and FCAT scores are used for juniors to determine which English and mathematics class the students will enroll in for the fall.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** The academic leadership team will develop a plan of coaching structures and expectations to provide support and assistance, where needed.

- G2.** The administration will monitor instructional practice and collaborative planning to increase student achievement.

- G3.** ? All accountability teachers will participate in common/collaborative planning sessions throughout the school year.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. The academic leadership team will develop a plan of coaching structures and expectations to provide support and assistance, where needed. 1a

G074799

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	75.0

Resources Available to Support the Goal 2

- Knowing personalities of the staff and using resources, such as, Critical Friends website on coaching.

Targeted Barriers to Achieving the Goal 3

- Understanding the types of personalities and learning styles to best communicate improvement of instruction using coaching.

Plan to Monitor Progress Toward G1. 8

Coaching logs

Person Responsible

KYLE WINDHAM

Schedule

Monthly, from 10/30/2015 to 6/9/2016

Evidence of Completion

Walk throughs, coaching logs, sign in sheets

G2. The administration will monitor instructional practice and collaborative planning to increase student achievement. 1a

G074800

Targets Supported 1b

Indicator	Annual Target
Dropout Rate	2.5

Resources Available to Support the Goal 2

- Resources available to overcome the barrier are scheduling/pre-planning administrators schedules throughout the week.

Targeted Barriers to Achieving the Goal 3

- Managing of time before, during and after school.

Plan to Monitor Progress Toward G2. 8

The administration will show the effectiveness of the collaborative planning meetings using evidence of increased student achievement data.

Person Responsible

KYLE WINDHAM

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Progress monitoring of all accountability classes, including quarterly assessments, will determine the effectiveness of collaborative planning meetings by showing an increase in student achievement.

G3. ? All accountability teachers will participate in common/collaborative planning sessions throughout the school year. 1a

G074801

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	30.0

Resources Available to Support the Goal 2

- Administration
- District Personnel
- Curriculum Schedules
- Teachers
- Title 1 Resources
- Smaller groups of teachers working together

Targeted Barriers to Achieving the Goal 3

- Faculty and Staff understanding of the collaborative planning process and utilization of proper time management.

Plan to Monitor Progress Toward G3. 8

Using the Spring FSA testing, at least 65% of our students will make a 3 or higher on the Florida Standards Assessments and/ or EOC.

Person Responsible

KYLE WINDHAM

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Data analysis will show improvement.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. The academic leadership team will develop a plan of coaching structures and expectations to provide support and assistance, where needed. **1**

 G074799

G1.B1 Understanding the types of personalities and learning styles to best communicate improvement of instruction using coaching. **2**

 B195327

G1.B1.S1 To give a personality inventory to the staff and the ALT would look at the data and develop coaching partnerships throughout the school community. **4**

 S206963

Strategy Rationale

To provide coaches with a greater understanding of the teachers with whom they work and the personalities involved.

Action Step 1 **5**

True Colors inventory

Person Responsible

Melodie Davis

Schedule

On 10/2/2015

Evidence of Completion

The spreadsheet of True Colors data will be shared and discussed with the ALT.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Develop coaching assignments for leadership teams using True Colors data and the skill/will matrix.

Person Responsible

KYLE WINDHAM

Schedule

On 10/16/2015

Evidence of Completion

A list of coaching assignments will distributed to the ALT

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The information will be listed on the agenda of the ALT meetings and the coaching reports.

Person Responsible

KYLE WINDHAM

Schedule

Monthly, from 10/19/2015 to 10/30/2015

Evidence of Completion

Coaching logs

G2. The administration will monitor instructional practice and collaborative planning to increase student achievement. 1

G074800

G2.B1 Managing of time before, during and after school. 2

B195328

G2.B1.S1 Creating a conducive schedule that is developed around common/collaborative planning allows departments to meet together to collaborate. 4

S206964

Strategy Rationale

The collaborative planning model requires common planning for accountability teachers to meet to unpack the standards of their subject and analyze student work.

Action Step 1 5

The administration will collaborate together to develop a schedule of when each administrator meets with their accountability classes.

Person Responsible

KYLE WINDHAM

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Meeting Schedule

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

A documentation form will be developed to report the observations to the administrative team during weekly meetings.

Person Responsible

Melodie Davis

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

The evidence collected throughout the year will be the Administrative, Collaborative, and Teacher Leadership teams agendas.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Accountability teacher meetings will be monitored to determine effectiveness and fidelity in meeting.

Person Responsible

KYLE WINDHAM

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

An agenda will be developed to determine effectiveness and fidelity in the collaborative team meetings.

G3. ? All accountability teachers will participate in common/collaborative planning sessions throughout the school year. 1

 G074801

G3.B1 Faculty and Staff understanding of the collaborative planning process and utilization of proper time management. 2

 B195329

G3.B1.S1 All accountability teachers will use the collaborative planning model to move students to a successful mastery of the standards. 4

 S206965

Strategy Rationale

Teachers who teach the same courses addressed by an EOC or FSA will be grouped into collaborative planning groups. These groups will unpack the standards addressed by the FSA or EOC.

Action Step 1 5

Accountability teachers will participate in collaborative planning meetings to allow educators to unpack standards and look at student work.

Person Responsible

Arlene Portwood

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

The evidence will include sign-in sheets and observations of collaborative planning sessions.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

The administration will meet weekly to converse regarding the implementation of the process.

Person Responsible

KYLE WINDHAM

Schedule

Weekly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Weekly agendas and minutes for collaborative planning meetings and analysis of student work.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The effectiveness of the process will be determined by the increase in student achievement.

Person Responsible

Arlene Portwood

Schedule

Monthly, from 8/17/2015 to 6/9/2016

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	True Colors inventory	Davis, Melodie	9/28/2015	The spreadsheet of True Colors data will be shared and discussed with the ALT.	10/2/2015 one-time
G2.B1.S1.A1	The administration will collaborate together to develop a schedule of when each administrator meets with their accountability classes.	WINDHAM, KYLE	8/17/2015	Meeting Schedule	6/9/2016 weekly
G3.B1.S1.A1	Accountability teachers will participate in collaborative planning meetings to allow educators to unpack standards and look at student work.	Portwood, Arlene	8/17/2015	The evidence will include sign-in sheets and observations of collaborative planning sessions.	6/9/2016 weekly
G1.MA1	Coaching logs	WINDHAM, KYLE	10/30/2015	Walk throughs, coaching logs, sign in sheets	6/9/2016 monthly
G1.B1.S1.MA1	The information will be listed on the agenda of the ALT meetings and the coaching reports.	WINDHAM, KYLE	10/19/2015	Coaching logs	10/30/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Develop coaching assignments for leadership teams using True Colors data and the skill/will matrix.	WINDHAM, KYLE	10/5/2015	A list of coaching assignments will be distributed to the ALT	10/16/2015 one-time
G2.MA1	The administration will show the effectiveness of the collaborative planning meetings using evidence of increased student achievement data.	WINDHAM, KYLE	8/17/2015	Progress monitoring of all accountability classes, including quarterly assessments, will determine the effectiveness of collaborative planning meetings by showing an increase in student achievement.	6/9/2016 monthly
G2.B1.S1.MA1	Accountability teacher meetings will be monitored to determine effectiveness and fidelity in meeting.	WINDHAM, KYLE	8/17/2015	An agenda will be developed to determine effectiveness and fidelity in the collaborative team meetings.	6/9/2016 weekly
G2.B1.S1.MA1	A documentation form will be developed to report the observations to the administrative team during weekly meetings.	Davis, Melodie	8/17/2015	The evidence collected throughout the year will be the Administrative, Collaborative, and Teacher Leadership teams agendas.	6/9/2016 weekly
G3.MA1	Using the Spring FSA testing, at least 65% of our students will make a 3 or higher on the Florida Standards Assessments and/ or EOC.	WINDHAM, KYLE	8/17/2015	Data analysis will show improvement.	6/9/2016 monthly
G3.B1.S1.MA1	The effectiveness of the process will be determined by the increase in student achievement.	Portwood, Arlene	8/17/2015		6/9/2016 monthly
G3.B1.S1.MA1	The administration will meet weekly to converse regarding the implementation of the process.	WINDHAM, KYLE	8/17/2015	Weekly agendas and minutes for collaborative planning meetings and analysis of student work.	6/9/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data							
1	G1.B1.S1.A1	True Colors inventory					\$0.00
2	G2.B1.S1.A1	The administration will collaborate together to develop a schedule of when each administrator meets with their accountability classes.					\$0.00
3	G3.B1.S1.A1	Accountability teachers will participate in collaborative planning meetings to allow educators to unpack standards and look at student work.					\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
	6400	140-Substitute Teachers	1801 - Frostproof Middle/ Senior High	Title I Part A		\$5,000.00	
			<i>Notes: Substitutes will be provided for collaborative planning, lesson studies and shadowing teachers for best practices.</i>				
Total:						\$5,000.00	