

Polk County Public Schools

Frostproof Middle/Senior High



2018-19 Schoolwide Improvement Plan

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Frostproof Middle/Senior High

1000 PALM AVE N, Frostproof, FL 33843

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

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2017-18 Title I School | 2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| High School 6-12 | Yes | 90% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 57% |

School Grades History

| Year | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|-------|---------|---------|---------|---------|
| Grade | C | C | C | C* |

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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 Leadership Team

Membership

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

| Name | Title |
|-----------------------|------------------------|
| WINDHAM, KYLE | Principal |
| Portwood, Arlene | Assistant Principal |
| Davis, Melodie | Assistant Principal |
| Demarco, Nancy | Instructional Coach |
| Frazier, Dwight | Assistant Principal |
| Aldrich, Simone | Administrative Support |
| Lewis, Teresa | School Counselor |
| Youtsler, Anne | School Counselor |
| Perron, Valorie | School Counselor |
| Davisson, Robin | Instructional Coach |
| Duke, Amy | Teacher, K-12 |
| Hadden, Pamela | Teacher, K-12 |
| McCraw, Holly | Teacher, K-12 |
| Mulder, Julie | Teacher, K-12 |
| Nicholson, Rachel | Teacher, K-12 |
| Regling, Jennifer | Administrative Support |
| Schulze-Lock, Arlette | Teacher, K-12 |
| Wrye, George | Teacher, K-12 |
| Emery, Dean | Teacher, K-12 |

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 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 facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation of Polk County Learning Maps.

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. Monitors the educational practices of all the teachers.

Arlene Portwood – Assistant Principal for Curriculum: Provides information regarding the course of study for the individual student according to the Student Progression Plan. Specifically monitors the educational practices of the English and math teachers.

Dwight Frazier- Assistant Principal for Administration: Provides information regarding the individual student's discipline record, as well as an insight to the reasons for student behavior. Directs the plan for a safe and orderly school. Specifically monitors the educational practices of the science and elective teachers.

Melodie Davis- Assistant Principal II: Assists with oversight and responsibility for school's instructional program, to include career education, and its results. Provides the structure for progress monitoring. Specifically monitors the educational practices of the Academies, reading and social studies teachers.

Simone Aldrich - Testing Coordinator: Coordinates and supervises implementation and administration of testing programs and interpretation of results. Assigns, trains, directs and supervises support staff assigned to testing programs. Monitors proper use, dissemination and maintenance of score reports. Ensures security of test forms and related materials.

Robin Davisson - Literacy Coach: Provides guidance to English, reading, and social studies teachers on implementing literacy at Frostproof Middle Senior High School.

Nancy DeMarco / Isoan Corlew - Student Success Coaches: Work with students to monitor progress and encourage students to achieve learning gains and achievement level growth. Work on post-secondary planning with students.

Jennifer Regling- Administrative Support - 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.

Teresa Lewis, Valorie Perron and Anne Youtsler - School 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.

Teacher Leaders (6-12): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, and collaborate with other staff to implement Tier 2 interventions.

Early Warning Systems

Year 2017-18

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|----|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 65 | 47 | 46 | 60 | 70 | 44 | 46 | 378 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 52 | 33 | 25 | 43 | 40 | 14 | 14 | 221 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 11 | 17 | 30 | 26 | 1 | 95 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 56 | 54 | 40 | 65 | 63 | 39 | 13 | 330 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|----|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 56 | 42 | 31 | 54 | 56 | 32 | 16 | 287 |

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 | 33 | 14 | 8 | 9 | 15 | 3 | 3 | 85 |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 40 | 47 | 50 | 58 | 48 | 32 | 326 |

Date this data was collected

Wednesday 6/27/2018

Year 2016-17 - As Reported

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|----|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 39 | 47 | 55 | 70 | 46 | 41 | 344 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 17 | 18 | 26 | 23 | 9 | 7 | 134 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 10 | 2 | 20 | 20 | 6 | 15 | 102 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 54 | 60 | 43 | 63 | 69 | 36 | 13 | 338 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|----|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 17 | 12 | 26 | 31 | 12 | 8 | 130 |

Year 2016-17 - Updated

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---------------------------------|-------------|---|---|---|---|---|----|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 46 | 39 | 47 | 55 | 70 | 46 | 41 | 344 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 17 | 18 | 26 | 23 | 9 | 7 | 134 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 29 | 10 | 2 | 20 | 20 | 6 | 15 | 102 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 54 | 60 | 43 | 63 | 69 | 36 | 13 | 338 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|--|-------------|---|---|---|---|---|----|----|----|----|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 24 | 17 | 12 | 26 | 31 | 12 | 8 | 130 |

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component that performed the lowest was Biology. This does not appear to be a trend. Last year we improved a percentage point, but this year we went down 9 percentage points.

Which data component showed the greatest decline from prior year?

The data component that performed the lowest was our overall Science component. We went down 4 percentage points for Science 8 and Biology. All other data components increased. ELA +2; Mathematics +3; Social Studies +11.

Which data component had the biggest gap when compared to the state average?

ELA achievement = 37% which is -9% below the District, -19% below the State. Math achievement = 43% which is -1% below the District, -8% below the State. Science achievement is 34% which is -31% below the District, -33% below the state.

Which data component showed the most improvement? Is this a trend?

The data component that showed the most improvement was Civics. The 16-17 percentage of students scoring 3 or higher was 64%. The 17-18 percentage was 89%. This is an upward trend over time. This percentage is higher than the district (84) or state (71).

Describe the actions or changes that led to the improvement in this area.

Scheduling and student preparation.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

| School Grade Component | 2018 | | | 2017 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement | 37% | 46% | 56% | 37% | 44% | 52% |
| ELA Learning Gains | 45% | 47% | 53% | 48% | 45% | 46% |
| ELA Lowest 25th Percentile | 38% | 39% | 44% | 48% | 37% | 38% |
| Math Achievement | 43% | 44% | 51% | 40% | 32% | 43% |
| Math Learning Gains | 51% | 42% | 48% | 40% | 31% | 39% |
| Math Lowest 25th Percentile | 48% | 38% | 45% | 37% | 35% | 38% |
| Science Achievement | 34% | 65% | 67% | 36% | 54% | 65% |
| Social Studies Achievement | 69% | 63% | 71% | 56% | 64% | 69% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | | | | | Total |
|---------------------------------|-----------------------------------|---------|---------|---------|---------|---------|---------|-----------|
| | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Attendance below 90 percent | 65 (46) | 47 (39) | 46 (47) | 60 (55) | 70 (70) | 44 (46) | 46 (41) | 378 (344) |
| One or more suspensions | 52 (34) | 33 (17) | 25 (18) | 43 (26) | 40 (23) | 14 (9) | 14 (7) | 221 (134) |
| Course failure in ELA or Math | 0 (29) | 10 (10) | 11 (2) | 17 (20) | 30 (20) | 26 (6) | 1 (15) | 95 (102) |
| Level 1 on statewide assessment | 56 (54) | 54 (60) | 40 (43) | 65 (63) | 63 (69) | 39 (36) | 13 (13) | 330 (338) |

Grade Level Data

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

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2018 | 40% | 41% | -1% | 52% | -12% |
| | 2017 | 32% | 45% | -13% | 52% | -20% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2018 | 35% | 42% | -7% | 51% | -16% |
| | 2017 | 39% | 45% | -6% | 52% | -13% |
| Same Grade Comparison | | -4% | | | | |
| Cohort Comparison | | 3% | | | | |
| 08 | 2018 | 41% | 49% | -8% | 58% | -17% |
| | 2017 | 35% | 46% | -11% | 55% | -20% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | 2% | | | | |
| 09 | 2018 | 33% | 43% | -10% | 53% | -20% |

| ELA | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| | 2017 | 30% | 43% | -13% | 52% | -22% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | -2% | | | | |
| 10 | 2018 | 33% | 42% | -9% | 53% | -20% |
| | 2017 | 42% | 40% | 2% | 50% | -8% |
| Same Grade Comparison | | -9% | | | | |
| Cohort Comparison | | 3% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2018 | 40% | 40% | 0% | 52% | -12% |
| | 2017 | 24% | 39% | -15% | 51% | -27% |
| Same Grade Comparison | | 16% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2018 | 42% | 40% | 2% | 54% | -12% |
| | 2017 | 34% | 40% | -6% | 53% | -19% |
| Same Grade Comparison | | 8% | | | | |
| Cohort Comparison | | 18% | | | | |
| 08 | 2018 | 49% | 34% | 15% | 45% | 4% |
| | 2017 | 49% | 36% | 13% | 46% | 3% |
| Same Grade Comparison | | 0% | | | | |
| Cohort Comparison | | 15% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2018 | 31% | 42% | -11% | 50% | -19% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 37% | 59% | -22% | 65% | -28% |
| 2017 | 46% | 51% | -5% | 63% | -17% |
| Compare | | -9% | | | |

| CIVICS EOC | | | | | |
|------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 89% | 84% | 5% | 71% | 18% |
| 2017 | 62% | 62% | 0% | 69% | -7% |

| CIVICS EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| Compare | | 27% | | | |
| HISTORY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 55% | 57% | -2% | 68% | -13% |
| 2017 | 58% | 56% | 2% | 67% | -9% |
| Compare | | -3% | | | |
| ALGEBRA EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 51% | 60% | -9% | 62% | -11% |
| 2017 | 48% | 43% | 5% | 60% | -12% |
| Compare | | 3% | | | |
| GEOMETRY EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 40% | 41% | -1% | 56% | -16% |
| 2017 | 42% | 34% | 8% | 53% | -11% |
| Compare | | -2% | | | |

Subgroup Data

| 2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
|---|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2016-17 | C & C Accel 2016-17 |
| SWD | 10 | 34 | 32 | 18 | 43 | 47 | 12 | 53 | | 54 | |
| ELL | 19 | 32 | 33 | 31 | 44 | 24 | | | | | |
| BLK | 26 | 48 | 37 | 26 | 43 | 46 | 16 | 50 | | 70 | |
| HSP | 37 | 43 | 39 | 39 | 48 | 45 | 32 | 72 | 82 | 81 | 34 |
| MUL | 29 | 39 | | 44 | 47 | | | | | | |
| WHT | 41 | 47 | 38 | 51 | 56 | 54 | 40 | 73 | 64 | 76 | 56 |
| FRL | 34 | 43 | 38 | 40 | 50 | 48 | 30 | 65 | 71 | 78 | 41 |
| 2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS | | | | | | | | | | | |
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2015-16 | C & C Accel 2015-16 |
| SWD | 4 | 18 | 17 | 9 | 35 | 29 | 13 | 16 | | 69 | |
| ELL | 13 | 20 | 15 | 15 | 36 | 33 | 10 | 34 | | 73 | |
| BLK | 18 | 36 | 36 | 23 | 32 | 27 | 21 | 28 | | 69 | |
| HSP | 32 | 38 | 19 | 37 | 45 | 35 | 33 | 56 | 60 | 73 | 38 |
| MUL | 35 | 41 | | 41 | 29 | | | | | | |
| WHT | 41 | 40 | 25 | 46 | 47 | 41 | 46 | 66 | 72 | 82 | 50 |
| FRL | 28 | 35 | 21 | 34 | 41 | 35 | 33 | 48 | 54 | 79 | 39 |

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Ambitious Instruction

Rationale ELA achievement = 37% which is -9% below the District, -19% below the State. Math achievement = 43% which is -1% below the District, -8% below the State. Science achievement is 34% which is -31% below the District, -33% below the state.

Intended Outcome Using the Spring 2019 state assessments, the overall percentage of students achieving a 3 or higher will increase to: ELA 43%, Mathematics 49%, Science 40%, Social Studies 72%.

Point Person KYLE WINDHAM (kyle.windham@polk-fl.net)

Action Step

- Description**
1. Teachers will use data and timelines in the Polk County Schools learning maps to drive their instruction.
 2. After school tutoring and test preparation sessions will be provided to assist with student achievement.
 3. Families and the community will be informed of school procedures, policies, events and ways to become engaged in the school.
 4. Technology, supplies and resources will be provided to students and staff.
 5. Have data chats in professional learning communities to monitor progress throughout the school year.
 6. Provide appropriate training as to create common language, common expectations and encourage collective efficacy.
 7. Provide and encourage collaborative opportunities, so teachers instruct rigorous, relevant, and cognitively complex material based on learning maps.
 8. Purchase state of the art technology needed to teach and assess rigorous, relevant and cognitively complex information.
 9. Employ support staff to assist faculty and students.

Person Responsible KYLE WINDHAM (kyle.windham@polk-fl.net)

Plan to Monitor Effectiveness

- Description**
1. Monitor lesson plans, collaborative meeting notes, and classroom walk throughs to ensure fidelity in implementing learning maps which includes rigorous, relevant, and cognitively complex material and instruction.
 2. Analyze and discuss data from testing and progress monitoring to drive instruction and direction for the school.
 3. Meet with educational leaders from departments to determine needs and progress in each curriculum to be sure teachers are following the timelines set in the learning maps and ensure students are receiving rigorous, relevant, and cognitively complex material based on the learning maps.
 4. Monitor teacher SAO plans to determine progress in accomplishing the goals set.

Person Responsible KYLE WINDHAM (kyle.windham@polk-fl.net)

Activity #2

Title Student Achievement

Rationale Students who qualify for the Early Warning System may be at risk of dropping out, not graduating or not progressing with their cohort. These students need systems in place to assist them in being successful and planning for post-secondary education, training, and employment.

Intended Outcome Students who are identified by the Early Warning System will be targeted to participate in programming to assist them to successfully complete the 2018-19 school year. Seniors will develop post-secondary plans for education, training or employment.

Point Person Nancy Demarco (nancy.demarco@polk-fl.net)

Action Step

Description

1. Students will be identified who meet one or more of the indicators of the Early Warning System.
2. A plan will be developed to help students to successfully complete the 2018-19 school year.
3. Seniors will develop a post-secondary plan.
4. The REAL Academy will be implemented to work with the students so they are able to successfully complete the courses or credits needed to be placed with their graduation cohort.

Person Responsible Nancy Demarco (nancy.demarco@polk-fl.net)

Plan to Monitor Effectiveness

Description 1. Data will be gathered monthly to determine effectiveness of the interventions being implemented.

Person Responsible KYLE WINDHAM (kyle.windham@polk-fl.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Frostproof Middle Senior High School has been deemed a Title 1 school and will submit a Parent and Family Engagement Plan.

We have several parent organizations in which parents can participate, such as SAC, a Parent Advisory Committee and Booster Organizations. We have a yearly Annual Meeting and two spring meetings for parents to attend to learn about the school and the Title 1 program.

We have several parent nights during the year. We host grade level nights in the fall and spring.

Specifically we host a rising 5th grade, rising 8th grade, and post-secondary parent nights. We also host a financial aid night so parents can actually work on submitting the FAFSA for their student.

We plan to have advisement nights in which we meet to talk with parents about student progress, state

assessment results, progress monitoring, homework helps, and ways parents and students can become engaged in school. Parents will receive a packet with their child's individual information. A monthly newsletter is written for parents, students and the community. These are processed and mailed to the homes.

PFEP Link

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

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

Frostproof Middle Senior High School has three School Counselors and two Student Success Coaches. 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.

FMSHS is also served by a contracted Mental Health Specialist who works with identified students on a weekly basis.

As a Title 1 school, tutoring programs are provided, as well as Saturday Academies, to provide remediation, enrichment, and preparation for high stakes tests.

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

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

The Student Success Coach speaks to the English classes about setting goals for the year, career planning, and student success. Juniors and seniors investigate career choices and post-secondary plans.

The School Counselors work with individuals, groups and classes on student progress, conflict resolution, crisis intervention, career and post-secondary planning, tutoring, and other areas that arise during the school year.

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 school counselor talks to them about what it will be like in Middle School. In the evening, we host the parents. We provide them with a packet of information about our school, curriculum, middle school planning, helpful websites and homework helps. They tour the campus to see where their students will be attending classes, the media center, gym, cafeteria, and the offices.

In the spring, we host the rising 8th grade students and their parents at an evening event. We provide them with a packet of information about our school, curriculum, four year planning, and other helpful information. Then in the fall, the 9th grade school 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 School 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.

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.

Title I, Part A

This is the eighth year Frostproof Middle Senior High School has received the Title 1 funds. Five staff members are paid for by Title 1; Literacy Coach, Student Success Coach, 2 Real Academy Paraprofessionals and Media Paraprofessional. Additional monies are being used to purchase technology, supplement classroom materials, newsletter and materials for parents, fund individual parent conferences, and parent workshops.

The Parent Informational Resource Center (PIRC), located at Frostproof Elementary School, serves the parents of all students who attend a Title 1 school.

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). A Student Success Coach will be assigned to our school due to our high percentage of migrant students.

Title II

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.

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.

Supplemental Academic Instruction (SAI)

SAI monies are used to fund after school tutoring.

Violence Prevention Programs

Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment.

Nutrition Programs

The 2017-18 Economically Disadvantaged (FRL) rate for FMSHS was 91%. This allowed all our students to receive free breakfast and lunch this year.

Career and Technical Education

We have a nationally certified Agricultural Academy called, "AgDogs." This academy will focus on commercial growers and agribusiness. We offer industry certification examinations in appropriate courses.

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. The Student Success Coach meets with the Junior and Senior English classes to discuss post-secondary options. The Senior School Counselor and / or Student Success Coach have open labs days during the school day several times in the year for students to investigate colleges, fill out applications, work on their FAFSA or Bright Futures, and sign up for ACT/ SAT testing. This year, we are planning to have juniors and seniors visit post-secondary options for college, training, military, or career opportunities. We also plan to take the students to the Polk County College and Career Fair while also hosting a College and Career Fair in the spring.

Part V: Budget

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|---------------|---------------------|
| Total: | \$355,854.00 |
|---------------|---------------------|