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# Combee Academy Of Design And Engineering

2805 MORGAN COMBEE RD, Lakeland, FL 33801

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

## 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)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

## School Grades History

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

## 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.

The staff at Combee Academy of Design and Engineering will facilitate opportunities for students to access curriculum through the use of varied instructional strategies, learning modalities, technology and the arts to increase student achievement.

#### Provide the school's vision statement.

The vision of Combee Academy of Design and Engineering is to create a learning environment where all children are encouraged to become lifelong learners as they strive to reach their maximum potential in order to become productive members of society.

### School Leadership Team

#### Membership

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

Name	Title
Farrens, Tammy	Principal
Bargeron, Lori	Instructional Media
Wright, Michael	Assistant Principal
Baker, Mary Ann	Instructional Coach
Filarecki, Steve	School Counselor
Styron, Michelle	Other
Miller, Tracy	Instructional Coach
Cox, Kristi	Other
Hooker, Alyson	Instructional Coach

#### Duties

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

The leadership team members provide a common vision for school wide literacy, mathematics, and science instruction, they ensure that the school-based team is implementing literacy, mathematics, and science in a research based standard-driven, effective manner. The leadership team oversees the assessment of skills and ensures the implementation of data based literacy, mathematics, and science instruction and documentation. They ensure adequate professional development to support instruction, assessment and evaluation, and communicates with parents regarding school-based literacy, mathematics, and science activities.

### 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	30	29	19	17	21	11	0	0	0	0	0	0	0	127
One or more suspensions	4	4	1	8	8	1	0	0	0	0	0	0	0	26
Course failure in ELA or Math	29	31	41	82	39	22	0	0	0	0	0	0	0	244
Level 1 on statewide assessment	0	0	0	36	34	17	0	0	0	0	0	0	0	87

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	17	19	11	8	10	3	0	0	0	0	0	0	0	68

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	21	20	17	35	40	14	0	0	0	0	0	0	0	147
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 7/31/2018

### 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	63	38	35	35	27	31	0	0	0	0	0	0	0	229
One or more suspensions	11	20	20	20	17	22	0	0	0	0	0	0	0	110
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	10	31	44	0	0	0	0	0	0	0	85

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	0	0	0	0	0	0	0	

### 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	63	38	35	35	27	31	0	0	0	0	0	0	0	229
One or more suspensions	11	20	20	20	17	22	0	0	0	0	0	0	0	110
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	10	31	44	0	0	0	0	0	0	0	85

**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	0	0	0	0	0	0	0	0

## 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 is the SWD and LEP subgroups. Both had 10% or less proficiency in ELA. This is a trend, as these two subgroups have had a consistent level of low achievement over the past several years.

**Which data component showed the greatest decline from prior year?**

The discipline data component showed the greatest decline from the prior year. Referrals decreased from 475 to 186 in the 17-18 school year.

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

The data component that had the biggest gap when compared to the district average is the STAR proficiency levels for the end of third grade. Data showed the school at 18% proficiency with the district at 38% proficiency.

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

The data component that showed the most improvement was fifth grade science. Proficiency increased from 28% to 58% in the 17-18 school year. Trend data shows a slight increase in science proficiency over the past several years, with last year having a significant increase.

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

Actions and/or changes that led to the improvement in the area of science includes: modeling high effect size strategies for science instruction, holding consistent labs for the students, the addition of a science coach, and having school-wide STEM initiatives implemented throughout the school year.

**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	40%	50%	56%	29%	48%	52%
ELA Learning Gains	46%	51%	55%	46%	49%	52%
ELA Lowest 25th Percentile	46%	45%	48%	54%	42%	46%
Math Achievement	49%	58%	62%	31%	54%	58%
Math Learning Gains	49%	56%	59%	49%	52%	58%
Math Lowest 25th Percentile	30%	44%	47%	50%	41%	46%
Science Achievement	58%	53%	55%	22%	46%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	30 (63)	29 (38)	19 (35)	17 (35)	21 (27)	11 (31)	127 (229)
One or more suspensions	4 (11)	4 (20)	1 (20)	8 (20)	8 (17)	1 (22)	26 (110)
Course failure in ELA or Math	29 (0)	31 (0)	41 (0)	82 (0)	39 (0)	22 (0)	244 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	36 (10)	34 (31)	17 (44)	87 (85)

**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
03	2018	38%	51%	-13%	57%	-19%
	2017	38%	53%	-15%	58%	-20%
Same Grade Comparison		0%				
Cohort Comparison						
04	2018	35%	48%	-13%	56%	-21%
	2017	32%	51%	-19%	56%	-24%
Same Grade Comparison		3%				
Cohort Comparison		-3%				
05	2018	49%	50%	-1%	55%	-6%
	2017	26%	44%	-18%	53%	-27%
Same Grade Comparison		23%				
Cohort Comparison		17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	42%	56%	-14%	62%	-20%
	2017	50%	58%	-8%	62%	-12%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2018	49%	57%	-8%	62%	-13%
	2017	45%	60%	-15%	64%	-19%
Same Grade Comparison		4%				
Cohort Comparison		-1%				
05	2018	57%	56%	1%	61%	-4%
	2017	34%	47%	-13%	57%	-23%
Same Grade Comparison		23%				
Cohort Comparison		12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	58%	51%	7%	55%	3%
	2017					
Cohort Comparison						

**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	31	32	12	38	39	20				
ELL	23	41	31	31	26	29					
BLK	38	57	60	43	40	18	62				
HSP	36	41	43	42	37	29	43				
WHT	44	46	46	57	68	47	68				
FRL	37	45	49	47	46	28	53				

  

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	8	50	63	16	52	33	8				
ELL	21	46	77	42	51	60	22				
BLK	32	50	38	35	54	33	14				
HSP	30	42	75	49	62	64	33				
WHT	35	49	68	47	56	45	27				
FRL	30	47	59	42	56	45	29				



### 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** ELA learning gains for students in the lowest quartile.

**Rationale** There was a 21% decrease in gains in the lowest quartile.

**Intended Outcome** Increase percentage of learning gains in the bottom 25% by 5% (42%-47%).

**Point Person** Mary Ann Baker (maryann.baker@polk-fl.net)

##### Action Step

**Description** Identify students in the bottom 25%, identify specific standards and/or domains of lowest achievement, address scheduling needs for SWD/LEP subgroups, implement remedial interventions for students included in the bottom 25% based on student data (MTSS), and provide professional development

**Person Responsible** Mary Ann Baker (maryann.baker@polk-fl.net)

##### Plan to Monitor Effectiveness

**Description** Weekly leadership meetings  
 Weekly grade level meetings  
 Monthly MTSS meetings  
 STAR and Istation usage reports

**Person Responsible** Tammy Farrens (tammy.farrens@polk-fl.net)

**Activity #2**

**Title** SWD and LEP Proficiency in ELA

**Rationale** The SWD subgroup had 7% of the students showing proficiency and the LEP subgroup had 10% of the students showing proficiency. Within these two subgroups, a high absenteeism rate was present which could have affected overall achievement.

**Intended Outcome** Student proficiency in the SWD and LEP subgroups will increase by 5%

**Point Person** Kristi Cox (kristi.cox@polk-fl.net)

**Action Step**

**Description** Identify students in the SWD and LEP subgroups, identify specific standards and/or domains of lowest achievement, address most effective scheduling for specific student needs, implement remedial interventions for students included in the bottom 25% based student data (MTSS), provide professional development, address absenteeism, and fully implement Reading Workshop.

**Person Responsible** Kristi Cox (kristi.cox@polk-fl.net)

**Plan to Monitor Effectiveness**

**Description** Weekly leadership meetings  
Weekly grade level meetings  
Monthly MTSS meetings  
STAR and Istation usage reports

**Person Responsible** Kristi Cox (kristi.cox@polk-fl.net)

**Activity #3**

**Title** ELA and Math learning gains

**Rationale** ELA learning gains decreased from 47% to 46%. Math learning gains decreased from 56% to 49%.

**Intended Outcome** Learning gains in ELA and Math will increase at least 5%.

**Point Person** Mary Ann Baker (maryann.baker@polk-fl.net)

**Action Step**

**Description** Identify skill sets/standard domains with the greatest decline in growth, develop small group plans to address specific standards, identify retention students and specific areas of needed growth, and identify students in grades 4 and 5 who declined in performance in 2017 to 49% in 2018.

**Person Responsible** Michael Wright (michael.wright@polk-fl.net)

**Plan to Monitor Effectiveness**

**Description** Weekly leadership meetings  
Weekly grade level meetings  
Monthly MTSS meetings  
STAR and Istation usage reports

**Person Responsible** Michael Wright (michael.wright@polk-fl.net)

<b>Activity #4</b>	
<b>Title</b>	Continued improvement of attendance
<b>Rationale</b>	22% of our students were absent for 10% or more of the academic school year (18 days or more)
<b>Intended Outcome</b>	Students with 18 days absent or more will decrease by 10% to only 12% of students.
<b>Point Person</b>	Michelle Styron (michelle.styron@polk-fl.net)
<b>Action Step</b>	
<b>Description</b>	Attendance meetings (school social worker, attendance manager, parents), home visits made by school social worker, phone calls to parents, referrals made to the PST team, and parent conferences
<b>Person Responsible</b>	Michelle Styron (michelle.styron@polk-fl.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Attendance data collected daily. Tier 3 attendance progress monitoring plans developed with teachers and parents. Incentive tracking tool used by teachers. Monthly/Bi-Monthly feedback from school social worker. Student attendance will be monitored on a weekly basis. Leadership Team will meet with teachers to track data and assist in creating plans for students who are at risk.
<b>Person Responsible</b>	Michelle Styron (michelle.styron@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.**

Combee Academy of Design and Engineering holds an annual community/business partner and volunteer meeting to discuss the needs of the school and our students. Invitations are sent to surrounding businesses and approved volunteers to encourage the community to collaborate with us to ensure success.

**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.**

A mentoring program has been established for our students with greatest need by assisting them in receiving support and guidance from a mentor and to improve the academic achievement of those children. Teachers meet with these students on a regular basis to build relationships and encourage academic and behavioral success.

If a staff member observes behaviors that need more intensive support, guidance referrals are sent to the counselor to intervene and help determine interventions and supports for the student.

Social skills are taught and modeled each day of the school year using Positive Action curriculum and revisited in guidance classes to support their social and emotional needs throughout the year.

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

The Kindergarten Round-up is held each Spring. Parents receive booklets about the Kindergarten program and registration materials are provided. There are two Pre-Kindergarten (VPK and ESE-PK) programs on campus that work with Combee Elementary teachers to introduce their students to Kindergarten readiness. The Exceptional Student Education Pre-Kindergarten works with the children with special needs; some of these students will move on to a regular kindergarten and others to a primary exceptional student education classroom setting. Pre-K teachers meet with Kindergarten teachers throughout the school year to gain an understanding of Kindergarten benchmarks and how those benchmarks are correlated with the current Pre-K program. An End of the year Pre-K meeting is held during which and expectations of Kindergarten and how to assist at home are shared. Every effort is made to communicate with preschools and day care facilities in the immediate area. Staff members provide parents with kindergarten readiness information and area preschool establishment contact numbers upon request. District age requirements determine the time of transition to Kindergarten. Students in the ESE Pre-K program are evaluated using various assessments to determine their program needs.

Beginning in third grade, some classes are departmentalized to allow for easier transition into the middle school environments. Students are encouraged to be more responsible for their materials and work as they transition from one class to another. Middle school representatives meet with incoming sixth graders, giving them an overview of the academies and course work available.

**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.**

Provides information about core literacy, mathematics, and science instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2/3 interventions and integrates Tier 1 materials/instruction with Tier2/3 activities, provides monthly professional development in the area of literacy, mathematics, and science, organizes learning opportunities for families, communicates information regarding assessments for individual grade levels. Title 1, Part C-Migrant: Migrant students enrolled will be assisted by the school and the district Migrant Education Program (MEP). Students will receive supplemental service from the MEP based on need and status.

Title II: Professional development resources are available. School Technology Services also provides technical support, training, and licenses for software programs.

Title III: Provides supplemental resources for English Language Learners (ELL) and their teachers, as well as professional learning opportunities for school staff

Title IX-Homeless: The Hearth program 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.

Supplemental Academic Instruction: SAI provides funds for tutoring to enhance student achievement. Voluntary Pre Kindergarten: VPK is located on our campus. Resources are provided to the program to assist in the transition of students from pre-k to kindergarten. VPK teachers may participate in professional learning opportunities offered to the school staff. Parent of VPK students are invited to participate in parent workshops and activities provided by the school.

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

Combee Academy of Design and Engineering plans and develops units of study that encompass real world situations that incorporate components of college and and career awareness. Through the units of study professionals from the community take part in providing expert advice and/or opinions towards project based learning that the students are participating in.

**Part V: Budget**

<b>Total:</b>	<b>\$0.00</b>
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