

Polk County Public Schools

Fort Meade Middle/Senior High School



2019-20 Schoolwide Improvement Plan

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Fort Meade Middle/Senior High School

700 EDGEWOOD DR N, Fort Meade, FL 33841

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

Demographics

Principal: Matthew Blankenship

Start Date for this Principal: 1/27/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: C (50%) 2017-18: B (56%) 2016-17: C (44%) 2015-16: C (47%) 2014-15: C (47%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>97%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>65%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	B	C	C

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Fort Meade Middle Senior High is to promote academic and social success for all students.

Provide the school's vision statement.

The vision of Fort Meade Middle Senior High is to prepare students for college and career success.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Hardee, Amy	Principal	All members of the leadership team share in the decision making process as it pertains to the safety of the students and staff of the school, evaluating the effectiveness of the instructional program, and identifying the academic and social/emotional needs of the students. In addition, a distributed leadership approach is used whereby all administrators are assigned an academic area of focus to monitor, support, and coach. This administrative team meets weekly to share feedback related to instructional observations and student progress. The leadership team are also active members of instructional PLC's and the instructional coaches are primarily responsible for professional development, implementation of the coaching cycle, and leading collaborative planning among the content areas.
Dent, Jason	Assistant Principal	
Mullis, Jennifer	Assistant Principal	
Browning, Michelle	Assistant Principal	
Cannon, Susan	Instructional Coach	
Myers, Cynthia	Instructional Coach	
Cornelius, Jemalle	Dean	Maintaining safety and security of campus

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	125	123	138	103	113	76	68	746
Attendance below 90 percent	0	0	0	0	0	0	13	15	11	12	11	11	18	91
One or more suspensions	0	0	0	0	0	0	26	16	33	17	19	15	7	133
Course failure in ELA or Math	0	0	0	0	0	0	0	0	2	1	6	0	0	9
Level 1 on statewide assessment	0	0	0	0	0	0	47	48	51	30	39	21	12	248

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	15	14	22	14	15	16	7	103

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	5	0	11	2	2	4	0	24
Students retained two or more times	0	0	0	0	0	0	1	1	19	18	14	6	4	63

FTE units allocated to school (total number of teacher units)

55

Date this data was collected or last updated

Thursday 7/18/2019

Prior Year - 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	29	35	27	28	23	23	28	193
One or more suspensions	0	0	0	0	0	0	29	28	17	25	16	9	8	132
Course failure in ELA or Math	0	0	0	0	0	0	0	6	6	4	3	5	0	24
Level 1 on statewide assessment	0	0	0	0	0	0	58	42	34	40	34	17	3	228

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	41	30	28	28	17	14	6	164

Prior Year - 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	29	35	27	28	23	23	28	193
One or more suspensions	0	0	0	0	0	0	29	28	17	25	16	9	8	132
Course failure in ELA or Math	0	0	0	0	0	0	0	6	6	4	3	5	0	24
Level 1 on statewide assessment	0	0	0	0	0	0	58	42	34	40	34	17	3	228

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	41	30	28	28	17	14	6	164

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	47%	56%	35%	44%	53%
ELA Learning Gains	46%	46%	51%	41%	41%	49%
ELA Lowest 25th Percentile	39%	37%	42%	31%	33%	41%
Math Achievement	46%	43%	51%	31%	37%	49%
Math Learning Gains	45%	45%	48%	31%	33%	44%
Math Lowest 25th Percentile	49%	44%	45%	32%	32%	39%
Science Achievement	37%	58%	68%	38%	56%	65%
Social Studies Achievement	59%	61%	73%	55%	60%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	125 (0)	123 (0)	138 (0)	103 (0)	113 (0)	76 (0)	68 (0)	746 (0)
Attendance below 90 percent	13 (29)	15 (35)	11 (27)	12 (28)	11 (23)	11 (23)	18 (28)	91 (193)
One or more suspensions	26 (29)	16 (28)	33 (17)	17 (25)	19 (16)	15 (9)	7 (8)	133 (132)
Course failure in ELA or Math	0 (0)	0 (6)	2 (6)	1 (4)	6 (3)	0 (5)	0 (0)	9 (24)
Level 1 on statewide assessment	47 (58)	48 (42)	51 (34)	30 (40)	39 (34)	21 (17)	12 (3)	248 (228)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	38%	48%	-10%	54%	-16%
	2018	33%	41%	-8%	52%	-19%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	38%	42%	-4%	52%	-14%
	2018	40%	42%	-2%	51%	-11%
Same Grade Comparison		-2%				
Cohort Comparison		5%				
08	2019	41%	48%	-7%	56%	-15%
	2018	45%	49%	-4%	58%	-13%
Same Grade Comparison		-4%				
Cohort Comparison		1%				
09	2019	42%	45%	-3%	55%	-13%
	2018	44%	43%	1%	53%	-9%
Same Grade Comparison		-2%				
Cohort Comparison		-3%				
10	2019	41%	42%	-1%	53%	-12%
	2018	53%	42%	11%	53%	0%
Same Grade Comparison		-12%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	40%	47%	-7%	55%	-15%
	2018	34%	40%	-6%	52%	-18%
Same Grade Comparison		6%				
Cohort Comparison						
07	2019	59%	39%	20%	54%	5%
	2018	60%	40%	20%	54%	6%
Same Grade Comparison		-1%				
Cohort Comparison		25%				
08	2019	41%	35%	6%	46%	-5%
	2018	47%	34%	13%	45%	2%
Same Grade Comparison		-6%				
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	29%	41%	-12%	48%	-19%
	2018	33%	42%	-9%	50%	-17%
Same Grade Comparison		-4%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	51%	54%	-3%	67%	-16%
2018	83%	59%	24%	65%	18%
Compare		-32%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	70%	-8%	71%	-9%
2018	79%	84%	-5%	71%	8%
Compare		-17%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	52%	57%	-5%	70%	-18%
2018	63%	57%	6%	68%	-5%
Compare		-11%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	39%	50%	-11%	61%	-22%
2018	70%	60%	10%	62%	8%
Compare		-31%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	59%	53%	6%	57%	2%
2018	43%	41%	2%	56%	-13%
Compare		16%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	37	29	25	48	51	17	41		93	15
ELL	16	37	38	41	46	52	12	46	23	93	38
BLK	29	45	43	28	31	27	14	46		100	25
HSP	42	48	38	46	45	49	38	59	42	97	48
WHT	47	44	36	53	50	57	45	65	48	100	55
FRL	37	45	37	45	47	48	32	59	40	98	41
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	15	26	24	21	44	47	18				
ELL	22	39	38	32	57	65	19	33		91	20
BLK	34	42	24	36	56	68	33	44		85	29
HSP	40	49	41	49	62	62	41	72	72	82	55
WHT	49	49	37	53	63	54	64	72	50	90	57
FRL	38	47	38	45	60	60	46	63	61	82	50
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	5	27	33	11	27	28	12	30		60	
ELL	14	32	30	13	21	24	7	32			
BLK	20	41	36	18	28	19	22	48		71	33
HSP	31	38	29	30	31	34	40	50	52	85	52
WHT	45	45	28	38	34	46	44	67	65	78	65
FRL	27	37	33	28	34	38	32	50	44	78	54

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	67
Total Points Earned for the Federal Index	617
Total Components for the Federal Index	12
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Only 29% of students scored proficient in 8th Grade Science. Contributing factors include a population of overage students who were not enrolled in the 8th grade science course, yet had to take the science assessment based upon their designated grade level. Curriculum pacing, scope, and sequence are also factors which need to be explored as potential contributing factors.

Only 39% of students enrolled in an Algebra 1 or Algebra 1B course scored proficient on the Algebra 1 EOC. Contributing factors include the absence of a certified teacher for the first semester of all students enrolled in the Algebra 1B course and multiple teachers assigned to Algebra 1 courses which impeded continuity of service and consistency of instructional delivery..

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

In 2018 (70%) of students taking the Algebra 1 EOC scored at or above proficiency; however, only (39%) of students taking the Algebra 1 EOC scored at or above proficiency in 2019. This is a direct result of the above mentioned factors as well as the district recommendation to schedule lower performing students into a Algebra 1A and Algebra 1B over a period of 2 years in 2017-2018, thus, fewer lower performing students were assessed in 2018 than in 2019. Additionally, data reveals a significant decline in Biology EOC scores, 85% proficiency in 2018 to 52% proficiency in 2019. This decline is also a direct result of the district recommendation to postpone the Biology course for struggling readers, thus fewer lower performing students were assessed in 2018 than 2019.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Again, Algebra 1 results(39%) demonstrated the greatest gap as compared to the state average of 62%. See factors detailed above.

Which data component showed the most improvement? What new actions did your school take in this area?

The greatest improvement was in the area of Geometry. In 2018, 43% of students who participated in the EOC scored at or above proficiency; however, in 2019, 59% of students scored at or above proficiency, demonstrating an overall increase of 16%. Consistency and continuity of service was ensured by having only (1) highly qualified teacher instruct this course.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

According to the ESSA data, two subgroups fell below the 41% threshold according to the Federal Index, students with identified disabilities (38%) and black students (39%).

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Algebra 1
2. Science (8th grade & Biology)
3. Support for SWD
4. Support for black student population

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Algebra One
Rationale	Only 39% of students enrolled in an Algebra 1 or Algebra 1B course scored proficient on the Algebra 1 EOC. This is a significant decline from 70% proficiency in the previous year. In addition, our students scored well below the state average of 62% and the district average of 51%.
State the measurable outcome the school plans to achieve	By spring of 2020, students participating in the Algebra 1 EOC will evidence an increase in proficiency rates at or above the district average (51% as of 2019). By spring of 2020, at least 41% of black students and students with disabilities will demonstrate proficiency on the Algebra 1 EOC.
Person responsible for monitoring outcome	Amy Hardee (amy.hardee@polk-fl.net)
Evidence-based Strategy	Algebra 1 course sections will be tiered with Algebra 1 and Algebra 1B students. In addition, students who were unsuccessful in Algebra 1A will be tiered with Liberal Arts Math sections for credit recovery and remediation of previously taught standards. All sections will be supported with (2) classroom teachers, one content area teacher and one ESE support facilitator to provide differentiated instruction and small group/individual support to struggling students, specifically students with disabilities. The district quarterly assessments as well as individual tracking of learning targets will measure student growth. Teachers and administrators will review student performance data monthly to review student progress and modify supports as needed.
Rationale for Evidence-based Strategy	The practice of assigning mixed groups of students to shared classrooms stems from the education precept that positive interdependence develops when students of varying achievement work together and help each other reach educational goals. In addition, the inclusion model is a proven method of providing individualized support to students with disabilities in the mainstream classroom setting. With this combined approach, all students will benefit from whole class instruction as well as flexible small group instruction as needed to raise student achievement.
Action Step	
Description	<ul style="list-style-type: none"> • Create master schedule to accommodate scheduling method and assign students accordingly. • Teachers will participate in weekly collaborative planning with math coach to focus on unpacking standards, researching and aligning curriculum resources, and creating student tasks and instructional strategies aligned to the depth of the standards. Math coach's salary funded through Title One. • Classroom teachers will provide daily checks for understanding and create small group instruction based upon formative assessment data aligned with priority benchmarks. • Teachers and administration will participate in monthly How Goes It (HGI) Academic Data Reviews to discuss student progress and modify supports as needed. • Monitor ESSA subgroups, specifically, students with disabilities and black students, to determine level of progress after each quarter assessment and assign mentors/tutors as needed. • Provide substitutes for teachers after each district quarterly assessment for the purpose of analyzing data and aligning the instructional program. Substitutes funded through Title One.

- Provide credit recovery/after school tutoring for struggling students as needed. Teacher stipends funded through Title One.
- Provide Kagan training to all teachers to enhance student engagement. Kagan training funded through Title One.
- Purchase additional scanner through Title One to facilitate quarter assessment testing.
- Hold Parent and Family Engagement workshop in October to introduce parents to online resources. Cost for dinner and supplies funded through Title One.

Person Responsible Cynthia Myers (cynthia.myers@polk-fl.net)

#2	
Title	Science
Rationale	Science data reveals only 29% of 8th grade students scored at or above proficiency on the 2019 State Science Assessment, a decline of 4% from the previous year. In addition our students scored significantly below the state average of 48% and the district average of 41%. Biology EOC scores declined significantly from the previous year, 85% proficient to 52% proficient. While we are only 2% below the district average of 54%, we are well below the state average of 67%.
State the measurable outcome the school plans to achieve	<p>By spring of 2020, the number of 8th graders scoring at or above proficiency on the State Science Assessment will meet or exceed the district average (41% as of 2019).</p> <p>By spring of 2020, at least 41% of black students and students with disabilities will demonstrate proficiency on the 8th grade State Science Assessment..</p> <p>By spring of 2020, the number of students scoring at or above proficiency on the Biology EOC will meet or exceed the district average (54% as of 2019).</p> <p>By spring of 2020, at least 41% of black students and students with disabilities will demonstrate proficiency on the Biology EOC.</p>
Person responsible for monitoring outcome	Amy Hardee (amy.hardee@polk-fl.net)
Evidence-based Strategy	All middle school science teachers will embed concepts related to the Nature of Science throughout the science curriculum. In addition, the 8th grade instructional framework will be adjusted to ensure all 6th and 7th grade annually assessed standards are also incorporated into the 8th grade curriculum. Low performing students in Environmental Science will be placed into a Marine Science course prior to enrollment in a Biology course. Student growth will be measured by the district quarterly assessments as well as individual tracking of learning targets. Teachers and administrators will review student performance data monthly to review student progress and modify supports as needed.
Rationale for Evidence-based Strategy	Realignment of the instructional framework in 8th grade science will replace the remediation unit prior to the assessment and ensure adequate time is allotted to teach and/or review all assessed standards. Biology standards will be previewed through the Marine Science course, thus providing lower performing students with prerequisite background knowledge necessary for success.
Action Step	
Description	<ul style="list-style-type: none"> • Working with the district curriculum specialist, the 8th grade science teacher will review and revise the curriculum map to incorporate all of the annually assessed standards. • Working with the Environmental Science teacher enroll select students in Marine Science course. • Assign an ESE Facilitator to select middle school science, Marine Science, and Biology courses to ensure all students with disabilities receive the necessary supports. In addition, enroll select students will disabilities into a Learning Strategies course with Support Facilitators to provide additional support. • Teachers will participate in weekly collaborative planning with Math Coach to focus on unpacking standards, researching and aligning curriculum resources, and creating student tasks and instructional strategies aligned to the depth of the standards. Math coach’s salary funded through Title One. • Classroom teachers will provide frequent checks for understanding and create small group remediation based upon formative assessment data aligned with priority benchmarks.

- Teachers and administration will participate in monthly How Goes It (HGI) Academic Data Reviews to discuss student progress and modify supports as needed.
- Monitor ESSA subgroups, specifically, students with disabilities and black students, to determine level of progress after each quarter assessment and assign mentors/tutors as needed.
- Provide substitute teachers for teachers after each district quarterly assessment for the purpose of analyzing data and aligning the instructional program. Substitutes funded through Title One.
- Provide credit recovery/after school tutoring for struggling students as needed. Teacher stipends funded through Title One.
- Provide Kagan training to all teachers to enhance student engagement. Kagan training funded through Title One.
- Purchase additional scanner through Title One funding to facilitate quarterly assessment testing.
- Hold Parent and Family Engagement workshop in October to introduce parents to online resources. Cost for dinner and supplies funded through Title One.

Person Responsible Jason Dent (jason.dent@polk-fl.net)

#3	
Title	ELA Proficiency
Rationale	Our overall ELA proficiency rate of students in grades 6-10 is (12) percentage points below the state average (42% as compared to 54%). Additionally, the percentage of students scoring proficient on the 2019 ELA FSA falls below the district and state average in each grade level.
State the measurable outcome the school plans to achieve	By spring of 2020, the percent of students scoring proficient on the ELA FSA assessment will increase to 50%. By spring of 2020, at least 41% of black students and students with disabilities will demonstrate proficiency on the ELA FSA.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Place all students in grades 6-10 into an Intensive Reading or Research class to enhance literacy skills and increase reading proficiency. In addition, all social studies teachers will incorporate reading and writing strategies into their respective courses.
Rationale for Evidence-based Strategy	Students lacking literacy skills at the secondary level need intensive intervention and structured support to acquire and enhance foundational reading skills. Furthermore, all students need extensive opportunities to engage in text rich instruction to acquire higher-level literacy skills.

Action Step

Description	<ul style="list-style-type: none"> • Continue implementation of High Five reading strategies in Reading, Language Arts, and Social Studies. • Continue use of the Turnitin service to elicit meaningful writing in ELA classrooms with immediate feedback provided to students. Subscription funded through Title One. • Purchase a class set of laptops and a laptop cart for use in ELA and Reading classrooms for students to access Accelerated Reader, Achieve, and Turnitin programs. Technology funded through Title One. • Purchase additional classroom libraries and magazine subscriptions through Title One funds to provide students with multiple opportunities to interact with grade level text. • Achieve 3000 training will be provided to all reading teachers during the month of November. Substitutes provided through Title One funding. • Purchase Gateway Civics resource book for 8th grade students through Title One to enhance reading and writing in the Civics classroom. • Fund field trip to the Polk History Museum through Title for social studies classes to enhance students' background knowledge of historical concepts. • Provide credit recovery and after school tutoring for identified students. Teacher stipends funded through Title One. • Provide Kagan training to all teachers to enhance student engagement. Kagan training funded through Title One. • Purchase additional scanner through Title One funding to facilitate quarterly assessment testing. • Hold Parent and Family Engagement workshop in October to introduce parents to online resources. Cost for dinner and supplies funded through Title One. • Teachers will participate in weekly collaborative planning with Literacy Coach to focus on unpacking standards, researching and aligning curriculum resources, and creating student tasks and instructional strategies aligned to the depth of the standards. Literacy
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coach's salary funded through Title One.

- Classroom teachers will provide frequent checks for understanding and create small group remediation based upon formative assessment data aligned with priority benchmarks.
- Teachers and administration will participate in monthly How Goes It (HGI) Academic Data Reviews to discuss student progress and modify supports as needed.
- Monitor ESSA subgroups, specifically, students with disabilities and black students, to determine level of progress after each quarter assessment and assign mentors/tutors as needed.
- Provide substitutes for teachers after each district quarterly assessment for the purpose of analyzing data and aligning the instructional program. Substitutes funded through Title One.
- Provide credit recovery/after school tutoring for struggling students as needed. Teacher stipends funded through Title One.
- Provide Kagan training to all teachers to enhance student engagement. Kagan training funded through Title One.
- Purchase additional scanner through Title One funding to facilitate quarterly assessment testing.
- Hold Parent and Family Engagement workshop in October to introduce parents to online resources. Cost for dinner and supplies funded through Title One.

Person Responsible

Michelle Browning (michelle.browning@polk-fl.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Rationale:

Data analysis reveals a need to concentrate on increasing acceleration points at the middle and high school levels.

Action Steps:

- At the middle school level, consider placement in Algebra 1 or higher-level math course for all 8th grade students scoring a level 3 or higher on the 2019 FSA Math/EOC assessment.
- Guidance counselors will track high school students earning acceleration points counselors, and encourage all high school students to participate in dual enrollment, Advanced Placement, and Industry Certification courses throughout their high school career.
- Offer additional dual enrollment and accelerated placement courses on campus (Career Planning/ Personal Finance, and AP Music Theory) in an effort to increase student participation.
- Teachers offering Industry Certification exams will participate in weekly PLCs to analyze course standards and align curriculum and instruction for respective courses.
- Seek assistance from Workforce Education and high schools with high passing rates to increase passing rates on Industry Certification exams.
- College tours will be scheduled and funded through Title One for all freshmen as a means of exposure to higher educational opportunities and promotion of a focus on Advanced Placement, Dual Enrollment, and/or Industry Certification courses.

Monitoring:

Monitor student progress through monthly HGI Academic Data Review meetings.

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 Schoolwide Improvement Plan 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.

Please see attached Parent and Family Engagement Plan for full details on how we plan to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

Fort Meade Middle Senior meets the social-emotional needs of all students through multiple levels of support. In the classroom, all students are exposed to character education that focuses on positive behaviors. For students who have greater needs, mentoring services are provided through a community partnership with local civic groups. This process identifies students who are headed down inappropriate paths and matches them with a strong community mentor. The mentors meet on a regular basis with students along with meeting with students when they encounter academic and discipline issues. Finally, our students with even greater needs receive support through the district student services including psychological support, disability support and career education.

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 of each school year, all incoming 6th grade families are invited to a transition night. During this event, students and parents gain information regarding Fort Meade Middle Senior High School programs and expectations. In addition, all 6th grade students are provided a student agenda and binder for organizational purposes. Monthly "How Goes It" meetings are scheduled throughout the school year to identify students struggling academically and/or behaviorally and develop appropriate interventions. Fort Meade Middle Senior also works with each cohort to ensure they are successful based on the state established criteria and student needs. This is done through work with our guidance department. Our school size allows us to have a guidance v. student ratio of 330 to 1, well below the state wide average. Our counselors work with students in the 6, 7, and 8 grades to ensure they understand the expectations they must meet to be successful. This includes a meeting at the beginning of the year, interim meetings with students as they arise, and a end of year meeting to prepare for the next grade level. The interim meetings occur based on data available including attendance, grades and discipline. Our counselors also complete the same process to ensure students are successful throughout high school and earning the credits required for high school graduation and university enrollment. Our administrative team also utilizes grade wide data to monitor trends and correct issues with instruction as needed. In addition, our administration regularly meets with students who are having difficulty with the transitions and often matches them to an appropriate mentor.

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.

The School based Leadership Team meets weekly to review school-wide, grade level, and teacher data to focus on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring.

Title I, Part A project funds school-wide services at our eligible and participating Title I schools. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.

Title I, Part C project funds assist students that are prioritized by the MEP for supplemental services based on need and migrant status, as defined by federal and state regulations.

Title I, Part D project funds provide Transition Facilitators at select Neglected and Delinquent school sites to assist students who transition from Department of Juvenile Justice (DJJ) facilities back into their zoned school.

Title II funds provide professional development resources to build the capacity of teachers by funding consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. The Title II project contributes to the recruitment/retention of teachers in the district by funding district recruitment personnel, recruitment initiatives both within and outside the school district.

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

Title IX – Homeless OR HEARTH Program funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

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

College and career awareness is developed through our English courses and meetings with the counselors. Our English classes utilize writing assignments to allow students to explore career options including education requirements and salary ranges. Students are then offered the opportunity for shadowing different careers through our partnerships with businesses and industries. Students come away knowing the requirements for the careers in which they show interest. In addition, we hold parent meetings to discuss the requirements and expectations for students planning to attend college along with meetings that focus on the steps to apply for admission, secure financial aid and register for classes. We also facilitate collegiate fairs, college tours, and offer college help sessions for students who are working through the admissions process.

Part V: Budget

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

1	III.A.	Areas of Focus: Algebra One	\$0.00
2	III.A.	Areas of Focus: Science	\$0.00
3	III.A.	Areas of Focus: ELA Proficiency	\$0.00
Total:			\$0.00