

Polk County Public Schools

# Combee Academy Of Design And Engineering



2019-20 Schoolwide Improvement Plan

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# Combee Academy Of Design And Engineering

2805 MORGAN COMBEE RD, Lakeland, FL 33801

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

## Demographics

**Principal: Tammy Farrens**

Start Date for this Principal: 7/30/2014

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (47%) 2017-18: C (45%) 2016-17: C (45%) 2015-16: D (40%) 2014-15: F (21%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan was approved by the Polk County School Board on 12/20/2019.

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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# Combee Academy Of Design And Engineering

2805 MORGAN COMBEE RD, Lakeland, FL 33801

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

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

## School Grades History

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

## School Board Approval

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## SIP Authority

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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 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	Job Duties and Responsibilities
Farrens, Tammy	Principal	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.
Bargeron, Lori	Instructional Media	
Wright, Michael	Assistant Principal	
Baker, Mary Ann	Instructional Coach	
Filarecki, Steven	School Counselor	
Styron, Michelle	Other	
Miller, Tracy	Instructional Coach	
Cox, Kristi	Other	
Hooker, Alyson	Instructional Coach	

### 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	117	98	107	98	101	101	0	0	0	0	0	0	0	622
Attendance below 90 percent	8	9	14	14	13	15	0	0	0	0	0	0	0	73
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	13	18	35	0	0	0	0	0	0	0	66

**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	0	0	0	0	0	0	0	

**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	9	1	6	13	0	0	0	0	0	0	0	0	0	29
Students retained two or more times	0	0	0	2	1	5	0	0	0	0	0	0	0	8

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

37

**Date this data was collected or last updated**

Thursday 8/22/2019

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

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

**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	40%	51%	57%	33%	51%	55%
ELA Learning Gains	44%	51%	58%	47%	53%	57%
ELA Lowest 25th Percentile	48%	49%	53%	63%	50%	52%
Math Achievement	48%	57%	63%	44%	58%	61%
Math Learning Gains	56%	56%	62%	56%	57%	61%
Math Lowest 25th Percentile	51%	47%	51%	46%	49%	51%
Science Achievement	40%	47%	53%	28%	46%	51%

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

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	117 (0)	98 (0)	107 (0)	98 (0)	101 (0)	101 (0)	622 (0)
Attendance below 90 percent	8 (30)	9 (29)	14 (19)	14 (17)	13 (21)	15 (11)	73 (127)
One or more suspensions	0 (4)	0 (4)	0 (1)	0 (8)	0 (8)	0 (1)	0 (26)
Course failure in ELA or Math	0 (29)	0 (31)	0 (41)	0 (82)	0 (39)	0 (22)	0 (244)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	13 (36)	18 (34)	35 (17)	66 (87)

**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
03	2019	46%	52%	-6%	58%	-12%
	2018	38%	51%	-13%	57%	-19%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	34%	48%	-14%	58%	-24%
	2018	35%	48%	-13%	56%	-21%
Same Grade Comparison		-1%				
Cohort Comparison		-4%				
05	2019	35%	47%	-12%	56%	-21%
	2018	49%	50%	-1%	55%	-6%
Same Grade Comparison		-14%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	46%	56%	-10%	62%	-16%
	2018	42%	56%	-14%	62%	-20%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	47%	56%	-9%	64%	-17%
	2018	49%	57%	-8%	62%	-13%
Same Grade Comparison		-2%				
Cohort Comparison		5%				
05	2019	48%	51%	-3%	60%	-12%
	2018	57%	56%	1%	61%	-4%
Same Grade Comparison		-9%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	41%	45%	-4%	53%	-12%
	2018	58%	51%	7%	55%	3%
Same Grade Comparison		-17%				
Cohort Comparison						

**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 2017-18
SWD	12	28	25	26	60	55	14				

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
ELL	24	46	50	36	67	72	25				
BLK	37	37		46	63		27				
HSP	34	46	54	43	53	56	38				
WHT	45	44	40	53	55	39	50				
FRL	35	45	54	43	53	50	35				
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				

**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	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	378
Total Components for the Federal Index	8
Percent Tested	100%

**Subgroup Data**

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	47
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	47
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.

The data component that performed the lowest is the SWD and ELL subgroups. The SWD subgroup increased from 10% to 12% proficiency and the ELL subgroup increased from 12% to 24% proficiency.

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 the prior year? Explain the factor(s) that contributed to this decline.

The science component showed the greatest decline from the prior year from 58% to 40% proficiency. The factor that contributed to this decline was reading proficiency levels within the cohort of students.

#### 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.

The data component that had the biggest gap when compared to the state average was the ELA achievement levels. Data showed the school at 40% proficiency with the state at 57% proficiency. The factors that contributed to the gap was school readiness, attendance, and comprehension skill deficits. The trend shows ELA proficiency gradually increasing or maintaining.

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

The data component that showed the most improvement was mathematics learning gains with the bottom 25%. Learning gains increased from 30% to 51%. The new actions the school took in this area was to prioritize standards, provide opportunities to improve math fluency, after school tutoring, and small group interventions by teachers and support staff.

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

Potential areas of concern on the early warning system data are the number of students (244) with course failure in ELA or Math and the number of students (127) with attendance below 90%.

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

1. Increase ELA proficiency
2. Increase science proficiency
3. Increase learning gains of students with disabilities (SWD)
4. Reduce the number of students with less than a 90% attendance rate
- 5.

## **Part III: Planning for Improvement**

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	English Language Arts (ELA)
<b>Rationale</b>	ELA proficiency is 40% with a 17% gap when compared to the state average.
<b>State the measurable outcome the school plans to achieve</b>	Increase ELA proficiency by 5 percent from 40% to 45%.
<b>Person responsible for monitoring outcome</b>	Tammy Farrens (tammy.farrens@polk-fl.net)
<b>Evidence-based Strategy</b>	Teachers collaborate using results of common assessments to identify and implement successful teaching materials and practices.
<b>Rationale for Evidence-based Strategy</b>	Building highly functioning grade level collaborative teams creates successful classroom environments.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Teachers develop common assessments.</li> <li>2. Teachers use successful materials and practices with fidelity.</li> <li>3. Teachers and academic coaches collaborate at grade level, sharing results of common assessments. If possible, lateral collaboration (intra-school) also occurs to further identify and enhance best practices.</li> <li>4. Teachers identify and observe successful practices</li> <li>5. Teachers implement successful best practices with fidelity. Continual collaboration is ongoing to develop capacity across all classrooms.</li>   <li>6. Provide Learning Sciences International (LSI) professional development to use the LSI Standards Tracker to monitor progress on grade level standards in order to develop differentiated remediation and acceleration learning activities. Select teachers and administration will also attend a LSI summer conference to increase knowledge of high impact instructional strategies.</li>   <li>7. Involve parents in the home-school connection by the use of agendas to communicate, holding parents nights and conferences to build capacity, and providing resources such as sight word cards to reinforce fluency practice at home.</li>   <li>8. Use resources such as Weekly Studies, Time for Kids, and Scholastic to provide more reading opportunities in the content areas.</li>   <li>9. Provide extended learning opportunities for students with skill deficits and use resources such as Ready Florida and iStation (headphones and charging stations are needed for technology components).</li>   <li>10. A paraprofessional will work with small groups of students to assist the teacher in Language Arts and Math remediation.</li> </ol>

11. Academic coaches and the behavior interventionist will collaborate with teachers to plan effective lessons and model teach in classrooms, when needed. (Ink will be purchased for coaches to print data reports to share with teachers to use in planning collaboratively to drive instruction. Supplies will be purchased to make anchor charts for classroom instruction.)

12. Integrated units of study will tie learning to real-world scenarios, allowing students to demonstrate 21st Century Skills. Educational materials to support hands-on activities and enhance students learning will be purchased. Experts in the field and business/community partners will be called upon to expand students' experiential learning.

13. Provide Readers Workshop opportunities in order to differentiate according to students' reading instructional levels.

14. Integrate student choice and personalized learning opportunities based on student learning attributes.

**Person  
Responsible**

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

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<b>#2</b>	
<b>Title</b>	Students with Disabilities (SWD)
<b>Rationale</b>	The SWD subgroup performed the lowest in ELA with proficiency at 12% and learning gains at 28%.
<b>State the measurable outcome the school plans to achieve</b>	Increase the SWD subgroup by 5 percent from 12% to 17% proficiency and learning gains from 28% to 33%.
<b>Person responsible for monitoring outcome</b>	Tammy Farrens (tammy.farrens@polk-fl.net)
<b>Evidence-based Strategy</b>	Multi-dimensional team (ESE teacher, classroom teachers, and academic coach) collaborates to develop interventions based on IEP Goals and targeted skills for remediation and identified best practices and materials identified at grade level PLCs.
<b>Rationale for Evidence-based Strategy</b>	Building highly functioning multi-dimensional collaborative teams creates successful classroom environments.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Multi-dimensional team collaborates, reviewing IEP goals and student data. Curriculum maps developed, with formative and summative assessments designed and scheduled.</li> <li>2. Formative assessments administered with fidelity. ESE/classroom teachers collaborate to discuss results. Interventions developed (if necessary).</li> <li>3. Instruction continues, with formative assessments evaluated.</li> <li>4. Summative assessments administered.</li> <li>5. Summative data evaluated by multi-dimensional team. Continual collaboration is ongoing to develop capacity</li> <li>6. Provide Learning Sciences International (LSI) professional development to use the LSI Standards Tracker to monitor progress on grade level standards in order to develop differentiated remediation and acceleration learning activities. Select teachers and administration will also attend a LSI summer conference to increase knowledge of high impact instructional strategies.</li> <li>7. Involve parents in the home-school connection by the use of agendas to communicate, holding parents nights and conferences to build capacity, and providing resources such as sight word cards to reinforce fluency practice at home.</li> <li>8. Use resources such as Weekly Studies, Time for Kids, and Scholastic to provide more reading opportunities in the content areas.</li> <li>9. Provide extended learning opportunities for students with skill deficits and use resources such as Ready Florida and iStation (headphones and charging stations are needed for technology components).</li> <li>10. A paraprofessional will work with small groups of students to assist the teacher in Language Arts and Math remediation.</li> </ol>

11. Academic coaches and the behavior interventionist will collaborate with teachers to plan effective lessons and model teach in classrooms, when needed. (Ink will be purchased for coaches to print data reports to share with teachers to use in planning collaboratively to drive instruction. Supplies will be purchased to make anchor charts for classroom instruction.)

12. Integrated units of study will tie learning to real-world scenarios, allowing students to demonstrate 21st Century Skills. Educational materials to support hands-on activities and enhance students learning will be purchased. Experts in the field and business/community partners will be called upon to expand students' experiential learning.

13. Provide Readers Workshop opportunities in order to differentiate according to students' reading instructional levels.

14. Integrate student choice and personalized learning opportunities based on student learning attributes.

**Person  
Responsible**

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

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<b>#3</b>	
<b>Title</b>	Science
<b>Rationale</b>	Science proficiency decreased from 58% to 40% from the 17-18 to 18-19 school year.
<b>State the measurable outcome the school plans to achieve</b>	Increase science proficiency by 5 percent from 40% to 45%.
<b>Person responsible for monitoring outcome</b>	Michael Wright (michael.wright@polk-fl.net)
<b>Evidence-based Strategy</b>	Teachers, science coach, and reading coach collaborate to identify and develop reading and science based curriculum, including curriculum maps with common formative and summative assessments. If possible, lateral collaboration (intra-school) is used to identify successful practices and materials.
<b>Rationale for Evidence-based Strategy</b>	Development of a highly functioning science focused collaborative team will result in best practices and effective materials implemented with fidelity across all grade levels.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Science coach, reading coach, and grade level based teacher teams collaborate to develop curriculum maps including common formative and summative assessments developed and scheduled.</li> <li>2. Instruction and formative assessments implemented with fidelity.</li> <li>3. Collaborative team meets to review assessment results. Interventions and adjustments made (as necessary) to instructional practices.</li> <li>4. Instruction continues, with summative assessments administered to conclude unit.</li> <li>5. Summative data evaluated by team. Continual collaboration is ongoing to develop capacity.</li> <li>6. Provide Learning Sciences International (LSI) professional development to use the LSI Standards Tracker to monitor progress on grade level standards in order to develop differentiated remediation and acceleration learning activities. Select teachers and administration will also attend a LSI summer conference to increase knowledge of high impact instructional strategies.</li> <li>7. Involve parents in the home-school connection by the use of agendas to communicate, holding parents nights and conferences to build capacity, and providing resources such as sight word cards to reinforce fluency practice at home.</li> <li>8. Use resources such as Weekly Studies, Time for Kids, and Scholastic to provide more reading opportunities in the content areas.</li> <li>9. Academic coaches and the behavior interventionist will collaborate with teachers to plan effective lessons and model teach in classrooms, when needed. (Ink will be purchased for coaches to print data reports to share with teachers to use in planning collaboratively to drive instruction. Supplies will be purchased to make anchor charts for classroom instruction.)</li> </ol>

10. Integrated units of study will tie learning to real-world scenarios, allowing students to demonstrate 21st Century Skills. Educational materials to support hands-on activities and enhance students learning will be purchased. Experts in the field and business/community partners will be called upon to expand students' experiential learning.

11. Integrate student choice and personalized learning opportunities based on student learning attributes.

**Person Responsible** Alyson Hooker (alyson.hooker@polk-fl.net)

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<b>#4</b>	
<b>Title</b>	Attendance
<b>Rationale</b>	127 students had an attendance rate of less than 90%.
<b>State the measurable outcome the school plans to achieve</b>	Decrease the number of students with a less than 90% attendance rate by 5 percent.
<b>Person responsible for monitoring outcome</b>	Michael Wright (michael.wright@polk-fl.net)
<b>Evidence-based Strategy</b>	A multi-tiered approach using targeted interventions and universal procedures for students who are at risk of school failure due to chronic absenteeism.
<b>Rationale for Evidence-based Strategy</b>	By using universal strategies that promote and improve attendance, the need for individual interventions is reduced.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Data is collected and corresponding plan developed by a multi-dimensional collaborative team, including social worker, behavior interventionist, counselor, and grade level teachers.</li> <li>2. Interventions created for at risk students, including FBA and BIP. Parents notified and informed of absenteeism and corresponding plan.</li> <li>3. Progress monitoring of plan and absenteeism by team. Collaboration if necessary to modify plan based on RTI (response to intervention).</li> <li>4. Universal procedures (school wide) evaluated by team and modified as needed.</li> <li>5. Multi-dimensional team evaluates RTI on a quarterly basis. Continual collaboration is ongoing to develop capacity and effectiveness across the team.</li> <li>6. Involve parents in the home-school connection by the use of agendas to communicate, holding parents nights and conferences to build capacity, and providing resources such as sight word cards to reinforce fluency practice at home.</li> <li>7. Integrated units of study will tie learning to real-word scenarios, allowing students to demonstrate 21st Century Skills. Educational materials to support hands-on activities and enhance students learning will be purchased. Experts in the field and business/community partners will be called upon to expand students' experiential learning. (Early dismissal days tend to reflect the most absenteeism. Dedicating days to hands-on activities will motivate/encourage students to attend school.)</li> <li>8. Integrate student choice and personalized learning opportunities based on student learning attributes.</li> </ol>
<b>Person Responsible</b>	Michelle Styron (michelle.styron@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).

**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.**

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.

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.**

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 through DrumBeat classes.

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 and Harmony 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, most 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

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

1	III.A.	Areas of Focus: English Language Arts (ELA)	\$0.00
2	III.A.	Areas of Focus: Students with Disabilities (SWD)	\$0.00
3	III.A.	Areas of Focus: Science	\$0.00
4	III.A.	Areas of Focus: Attendance	\$0.00
<b>Total:</b>			<b>\$0.00</b>