

Polk County Public Schools

Frostproof Middle/Senior High



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	14
Planning for Improvement	20
Positive Culture & Environment	25
Budget to Support Goals	25

Frostproof Middle/Senior High

1000 PALM AVE N, Frostproof, FL 33843

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

Demographics

Principal: W. Kyle Windham

Start Date for this Principal: 7/23/2015

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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: B (54%) 2017-18: C (51%) 2016-17: C (45%) 2015-16: C (48%)
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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	14
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	25

Frostproof Middle/Senior High

1000 PALM AVE N, Frostproof, FL 33843

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">92%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">58%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	C

School Board Approval

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

SIP Authority

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mission Statement

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

Provide the school's vision statement.

Vision Statement

To develop responsible, productive members of our global society.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
WINDHAM, KYLE	Principal	Principal: Provides the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. Ensures implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning. Provides a common vision for the use of data-based decision-making. Monitors the educational practices of all the teachers.
Davis, Melodie	Assistant Principal	Assistant Principal for Curriculum: Assists the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. Ensures implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning. Provides information regarding the course of study for the individual student according to the Student Progression Plan. Specifically monitors the educational practices of the English and math teachers.
Demarco, Nancy	Instructional Coach	Provides assistance to identified middle and high school students, individually and in groups which includes but is not limited to analyzing data to identify students or subgroups with potential high school graduation problems, including core course completions, state required assessments, grade point average, college and career planning, implementing and tracking individual high school graduation plans; identifying and resolving barriers to graduation, and facilitating smooth transitions from middle school to high school to post-secondary education.
Frazier, Dwight	Assistant Principal	Assists the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. Ensures implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning. Provides information regarding the individual student's discipline record, as well as an insight to the reasons for student behavior. Directs the plan for a safe and orderly school. Specifically monitors the educational practices of the science and elective teachers.
Youtsler, Anne	School Counselor	School Counselor: Provides a comprehensive counseling program that addresses academic, personal/social, and career development by designing, implementing, evaluating and enhancing a program that promotes student achievement. (The objectives of the guidance program are outlined in the Polk County Developmental Guidance Plan and include services to students, parents, staff and the community.) The comprehensive developmental school counseling program provides education, prevention, intervention, and advocacy.

Name	Title	Job Duties and Responsibilities
Perron, Valorie	School Counselor	School Counselor: Provides a comprehensive counseling program that addresses academic, personal/social, and career development by designing, implementing, evaluating and enhancing a program that promotes student achievement. (The objectives of the guidance program are outlined in the Polk County Developmental Guidance Plan and include services to students, parents, staff and the community.) The comprehensive developmental school counseling program provides education, prevention, intervention, and advocacy.
Davisson, Robin	Administrative Support	Testing Coordinator: Analyzes test results, prepares reports, maintains longitudinal student achievement data, and provides other information as necessary to assist principals and others in the documentation of student learning gains for school improvement. Coordinates and supervises implementation and administration of testing programs and interpretation of results. Assigns, trains, directs and supervises support staff assigned to testing programs. Monitors proper use, dissemination and maintenance of score reports. Ensures security of test forms and related materials.
Duke, Amy	Teacher, K-12	Teacher / Leader: Provides direction and information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, and collaborate with other staff to implement Tier 2 interventions.
Hadden, Pamela	Teacher, K-12	Teacher / Leader: Provides direction and information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, and collaborate with other staff to implement Tier 2 interventions.
Mulder, Julie	Teacher, K-12	Teacher / Leader: Provides direction and information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, and collaborate with other staff to implement Tier 2 interventions.
Nicholson, Rachel	Teacher, K-12	Teacher / Leader: Provides direction and information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, and collaborate with other staff to implement Tier 2 interventions.
Regling, Jennifer	Administrative Support	ESE Facilitator: Coordinates educational placement and appropriate services for students with disabilities. The person in this role will serve as the LEA (Local Education Agency) representative at staffings and IEP (Individual Education Plan) meetings at the assigned school. Simultaneously, this staff member will provide direct support to students with disabilities and their general education and ESE teachers to promote inclusion of students with disabilities in the general education environment. Participates in the collection, interpretation, and analysis of

Name	Title	Job Duties and Responsibilities
		data, facilitates the development of intervention plans, provides support for intervention fidelity and documentation, and provides professional development and technical assistance, when needed.
Schulze-Lock, Arlette	Teacher, K-12	Teacher / Leader: Provides direction and information about core instruction, participate in student data collection, deliver Tier 1 instruction/ intervention, and collaborate with other staff to implement Tier 2 interventions.
Wrye, George	Teacher, K-12	Teacher / Leader: Provides direction and information about core instruction, participate in student data collection, deliver Tier 1 instruction/ intervention, and collaborate with other staff to implement Tier 2 interventions.
Emery, Dean	Teacher, K-12	Teacher / Leader: Provides direction and information about core instruction, participate in student data collection, deliver Tier 1 instruction/ intervention, and collaborate with other staff to implement Tier 2 interventions.
Ard, Tammy	Instructional Coach	Delivers appropriate teacher-to-teacher professional learning and coaching support, resulting in improved effectiveness of classroom instructional practices and enhanced student achievement. This position will serve in a specified school within the district. This position will be assigned to a Math, Reading or Science content area, for which s/he must be fully qualified. Provides guidance to English, reading, and social studies teachers on implementing literacy at Frostproof Middle Senior High School.
Woodward, Catherine	Teacher, K-12	Teacher / Leader: Provides direction and information about core instruction, participate in student data collection, deliver Tier 1 instruction/ intervention, and collaborate with other staff to implement Tier 2 interventions.
Capers, Tiffany	Assistant Principal	The Assistant Principal II will be able to provide additional staff to assist with the non-evaluative walk-throughs and other routine job functions of an existing Assistant Principal. Assists with oversight and responsibility for school's instructional program, to include career education, and its results. Provides the structure for progress monitoring. Specifically monitors the educational practices of the Academies, reading and social studies teachers.
Kirkland, Janet	School Counselor	School Counselor: Provides a comprehensive counseling program that addresses academic, personal/social, and career development by designing, implementing, evaluating and enhancing a program that promotes student achievement. (The objectives of the guidance program are outlined in the Polk County Developmental Guidance Plan and include

Name	Title	Job Duties and Responsibilities
Warren, Charles	Dean	<p>services to students, parents, staff and the community.) The comprehensive developmental school counseling program provides education, prevention, intervention, and advocacy.</p> <p>Provides information regarding the individual student's discipline record, as well as insight to the reasons for student behavior. Monitors school areas to ensure safe and orderly behavior by students and staff.</p>

Demographic Information

Principal start date

Thursday 7/23/2015, W. Kyle Windham

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

20

Total number of teacher positions allocated to the school

60

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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: B (54%) 2017-18: C (51%) 2016-17: C (45%) 2015-16: C (48%)
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 .	

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	155	147	162	189	155	148	138	1094
Attendance below 90 percent	0	0	0	0	0	0	17	16	26	25	15	22	24	145
One or more suspensions	0	0	0	0	0	0	43	43	39	63	33	33	29	283
Course failure in ELA	0	0	0	0	0	0	8	4	9	25	16	5	9	76
Course failure in Math	0	0	0	0	0	0	6	3	2	14	22	22	25	94
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	83	80	104	108	65	69	49	558
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	103	66	71	78	55	52	48	473

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	39	27	37	51	27	32	23	236

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	0	0	6	5	4	7	1	23
Students retained two or more times	0	0	0	0	0	0	2	0	11	19	10	10	8	60

Date this data was collected or last updated

Thursday 5/21/2020

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	
Number of students enrolled	0	0	0	0	0	0	141	154	184	183	161	153	139	1115
Attendance below 90 percent	0	0	0	0	0	0	26	32	25	37	27	28	29	204
One or more suspensions	0	0	0	0	0	0	42	51	72	51	52	46	29	343
Course failure in ELA or Math	0	0	0	0	0	0	4	15	18	10	13	5	1	66
Level 1 on statewide assessment	0	0	0	0	0	0	49	65	71	71	52	39	50	397

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	30	44	49	43	36	27	27	256

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	1	0	13	8	10	6	0	38
Students retained two or more times	0	0	0	0	0	0	4	0	12	22	10	7	8	63

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	
Number of students enrolled	0	0	0	0	0	0	141	154	184	183	161	153	139	1115
Attendance below 90 percent	0	0	0	0	0	0	26	32	25	37	27	28	29	204
One or more suspensions	0	0	0	0	0	0	42	51	72	51	52	46	29	343
Course failure in ELA or Math	0	0	0	0	0	0	4	15	18	10	13	5	1	66
Level 1 on statewide assessment	0	0	0	0	0	0	49	65	71	71	52	39	50	397

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	30	44	49	43	36	27	27	256

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	1	0	13	8	10	6	0	38
Students retained two or more times	0	0	0	0	0	0	4	0	12	22	10	7	8	63

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	39%	47%	56%	35%	44%	53%
ELA Learning Gains	47%	46%	51%	38%	41%	49%
ELA Lowest 25th Percentile	42%	37%	42%	24%	33%	41%
Math Achievement	52%	43%	51%	40%	37%	49%
Math Learning Gains	64%	45%	48%	44%	33%	44%
Math Lowest 25th Percentile	60%	44%	45%	35%	32%	39%
Science Achievement	37%	58%	68%	38%	56%	65%
Social Studies Achievement	61%	61%	73%	58%	60%	70%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	39%	48%	-9%	54%	-15%
	2018	40%	41%	-1%	52%	-12%
Same Grade Comparison		-1%				
Cohort Comparison						

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	33%	42%	-9%	52%	-19%
	2018	35%	42%	-7%	51%	-16%
Same Grade Comparison		-2%				
Cohort Comparison		-7%				
08	2019	40%	48%	-8%	56%	-16%
	2018	41%	49%	-8%	58%	-17%
Same Grade Comparison		-1%				
Cohort Comparison		5%				
09	2019	45%	45%	0%	55%	-10%
	2018	33%	43%	-10%	53%	-20%
Same Grade Comparison		12%				
Cohort Comparison		4%				
10	2019	36%	42%	-6%	53%	-17%
	2018	33%	42%	-9%	53%	-20%
Same Grade Comparison		3%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	49%	47%	2%	55%	-6%
	2018	40%	40%	0%	52%	-12%
Same Grade Comparison		9%				
Cohort Comparison						
07	2019	52%	39%	13%	54%	-2%
	2018	42%	40%	2%	54%	-12%
Same Grade Comparison		10%				
Cohort Comparison		12%				
08	2019	41%	35%	6%	46%	-5%
	2018	49%	34%	15%	45%	4%
Same Grade Comparison		-8%				
Cohort Comparison		-1%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	32%	41%	-9%	48%	-16%
	2018	31%	42%	-11%	50%	-19%
Same Grade Comparison		1%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	43%	54%	-11%	67%	-24%
2018	37%	59%	-22%	65%	-28%
Compare		6%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	70%	-6%	71%	-7%
2018	89%	84%	5%	71%	18%
Compare		-25%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	56%	57%	-1%	70%	-14%
2018	55%	57%	-2%	68%	-13%
Compare		1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	54%	50%	4%	61%	-7%
2018	51%	60%	-9%	62%	-11%
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	69%	53%	16%	57%	12%
2018	40%	41%	-1%	56%	-16%
Compare		29%			

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	8	28	28	16	39	50	14	32		91	30
ELL	15	39	40	35	58	62	17	42		67	30
BLK	22	35	32	34	53	55	27	44		95	28
HSP	41	48	37	52	61	54	39	60	60	85	48
MUL	32	40		42	62		30				
WHT	41	50	53	58	69	70	39	68	63	85	48
FRL	33	43	40	48	63	64	34	56	65	85	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	10	34	32	18	43	47	12	53		54	
ELL	19	32	33	31	44	24					
BLK	26	48	37	26	43	46	16	50		70	
HSP	37	43	39	39	48	45	32	72	82	81	34
MUL	29	39		44	47						
WHT	41	47	38	51	56	54	40	73	64	76	56
FRL	34	43	38	40	50	48	30	65	71	78	41

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	4	18	17	9	35	29	13	16		69	
ELL	13	20	15	15	36	33	10	34		73	
BLK	18	36	36	23	32	27	21	28		69	
HSP	32	38	19	37	45	35	33	56	60	73	38
MUL	35	41		41	29						
WHT	41	40	25	46	47	41	46	66	72	82	50
FRL	28	35	21	34	41	35	33	48	54	79	39

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	52
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	33
Total Points Earned for the Federal Index	628
Total Components for the Federal Index	12
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
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%	0
Multiracial Students	
Federal Index - Multiracial Students	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

1. The first data component to show the low performance on the Spring 2019 FSA was our MS ELA data. Only 39% of the students were able to score a 3 or higher. However, there was an improvement over the previous year of 2 percentage points.

The reading data from the December 2019 STAR assessment was aligned to the FSA scores. The following results were reported:

Gr 6 AL 1/2 69% AL 3/4/5 31%

Gr 7 AL 1/2 71% AL 3/4/5 21%

Gr 8 AL 1/2 63% AL 3/4/5 37%

This data shows there has been more of a decline in numbers during 2019-20, with the 7th grade being a great concern.

2. The second data component to show low performance on the Spring 2019 Assessments was Science. Only 37% of the students were able to score a AL3 or higher. However, there was an improvement over the previous year of 3 percentage points.

On the Science 8 District Quarter 3, 2019-2020 benchmark assessment, 16% of the tested students scored an AL3 or higher, 15% scored at an AL2, and 69% scored at an AL1. On the Biology District Quarter 2 benchmark assessment, 3% of the tested students scored an AL 3 or higher, 38% scored at an AL2, and 59% scored at an AL1.

3. The subgroup data for our Students With Disabilities (34%) and English Language Learners (40%) is below the 41% required by ESSA. These subgroups were not below the 32% requirement in previous years.

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

1. The first data component to show decline was our Civics EOC; a decline of 25 percentage points. The Civics District Quarter 3 2019-2020 benchmark assessment had 80% of the students at an AL1 or 2. Unfortunately, some students do not take the District assessments seriously, but statistically, this is disconcerting.

2. The second data component to show decline was our 7th grade ELA cohort comparison; a decline of 7 percentage points. The District assessments for writing (AL1 and AL 2 = 84%) and reading (AL1 and AL2 = 71%) did not show improvement in student progress.

3. The third data component to show decline was our 8th grade Math; a decline of 8 percentage points. This group was still struggling when given the STAR test in December 2019, but had improved

4 proficiency points. The program used with the students needing intensive instruction, Imagine Math, is not aligned to the standards, but the District has worked to correct this problem during the 2019-20 school year.

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.

1. The first data component to have the greatest gap compared to the state is the Biology EOC. This is also the case with our 8th grade Science. While there was a 6 percentage point increase for the school in Biology, we still fell behind the state by 24 percentage points. Frostproof is a small, rural community with limited access to STEM opportunities for students. Title 1 will pay for an interactive program, called Gizmos, which will incorporate more STEM related activities into science lessons.
2. The second data component to have a gap is the 7th grade ELA group with a 19 point discrepancy between the school and the state.

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

1. The data component to show the most improvement on the 2019-2020 District benchmark assessments was Algebra 1 with 54% scoring at AL3 or higher.
2. The data group to show the most improvement on the 2019 Spring assessment was the Geometry EOC, with a 29% increase. The teacher used innovative, interactive materials. She met with students to discuss their progress. She also implemented positive affirmation exercises for her students.
3. The next data group to show marked improvement on the 2019 Spring assessment was the 9th grade ELA, with a 12% increase. A teacher was moved into the 9th grade position who has taught reading in the past. This combination led to an increased emphasis on reading and writing in the English class.
4. The last data group to show marked improvement on the 2019 Spring assessment was the 7th grade Math, with a 10% increase. The math teacher involved the students with more hands-on activities and interactive notebooks. We also implemented an Intensive Math program which utilizes Imagine Math remediation.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

1. The first area of concern in the EWS is the percentage of students (23%) who have 2 or more indicators. These students need to be identified and a plan developed to work with these students to increase their potential for success in school.
2. The second area of concern in the EWS is the number of disciplinary actions occurring at our school. One of our goals is a safe and orderly school. This number, especially the suspensions, indicates a need to address this area.

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

1. Increase the numbers of students earning a AL 3 or higher on the FSA ELA for grades 6, 7, 8, and 10, especially our SWD, ELL, and Black subgroups.
2. Identify and work with students who are on the EWS list to increase their achievement level while decreasing the number of suspensions / behavior interventions.
3. Increased scores on the 8th grade Science assessment and Biology EOC.
4. Increased scores on the Civics EOC for all subgroups.
5. Increased graduation rate and lowered drop-out rate.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale: Best practices will be used to instruct the students at Frostproof Middle Senior High School. Collaborative meetings will take place between department members and grade levels to determine strategies to teach students that are rigorous, engaging, and research-based. Teachers will participate in professional development that will increase their capacity to teach their subject matter with the most current information and trends. Formative and summative assessments will be used to determine student mastery. Student progress monitoring will be shared with stakeholders to determine effectiveness of instruction and drive future instruction. Technology must be purchased and available to FMSHS students, so they are competitive and productive citizens.

Measurable Outcome: Students will be able to score an AL3 or higher on progress monitoring completed throughout the school year. Using the Spring 2021 state assessments, the overall percentage of students achieving an AL3 or higher will increase to: ELA 44%, Mathematics 55%, Science 42%, Social Studies 66%.

Person responsible for monitoring outcome: KYLE WINDHAM (kyle.windham@polk-fl.net)

Evidence-based Strategy:

1. Students scoring a AL 1 or 2 on the FSA ELA will be enrolled in an intensive reading program. They will use the Achieve 3000 program for remediation. Classroom libraries and library books will be purchased to encourage reading.
2. Select middle school students scoring a AL 1 or 2 on the FSA Mathematics and identified as needing intensive help in math remediation will be enrolled on the Imagine Math program.
3. Science activities will be designed to be more hands-on and rigorous will be used to increase achievement. A subscription for the Gizmos program will be purchased to make labs more interactive.
4. The SWD subgroup will be assisted by an inclusion teacher or resource room placement, while our ELL students will work with the ESOL teacher to improve their achievement levels.
5. Students who are not earning a C or higher on their grades will be encouraged to attend extended learning activities.

Rationale for Evidence-based Strategy: Rigorous instruction in the classroom with individual remediation for struggling students is critical for the success of our students. Programs, such as Achieve 3000, Imagine Math and Gizmos, can assist these students.

Action Steps to Implement

1. Teachers will use data and timelines in the Polk County Schools learning maps to drive their instruction.
2. Extended Learning and test preparation sessions will be provided to assist with student achievement.
3. Families and the community will be informed of school procedures, policies, events and ways to become engaged in the school. Parent engagement that involves teaching parents how to help their students at home will be implemented.
4. Technology, supplies, classroom libraries, Media Center books and additional resources will be provided to students and staff.
5. Have data chats in professional learning communities to monitor progress throughout the school year.
6. Provide appropriate training as to create common language, common expectations and encourage collective efficacy.

7. Provide and encourage quality collaborative opportunities, so teachers instruct rigorous, relevant, and cognitively complex material based on learning maps.
8. Purchase state of the art technology needed to teach and assess rigorous, relevant and cognitively complex information.
9. Employ an Instructional Coach to assist faculty and students. A Media Center paraprofessional will assist students from all classes in the Media Center with research, projects, and computer work.
10. Field trips will be provided to allow students to make real-world connections to learnings in classrooms.

Person Responsible Melodie Davis (melodie.davis@polk-fl.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale: Our Spring 2019 FSA data identified our Students with Disabilities and English Language Learners as two subgroups that need additional assistance. The 2019 - 2020 Early Warning System provides data on students who are not being successful due to issues with attendance, discipline, retention, subject area failures, or not meeting state assessment requirements. These students will need assistance in order to progress with their cohort, graduate from Frostproof Middle Senior High School and engage in post-secondary education and training programs.

Measurable Outcome: After at-risk students have been identified, a plan for assistance will be determined. A mentoring program will be used to support these students and track their progress throughout the year.

Person responsible for monitoring outcome: Tiffany Capers (tiffany.capers@polk-fl.net)

Evidence-based Strategy:

1. Students will be identified who meet one or more of the indicators of the Early Warning System.
2. A plan will be developed to help students to successfully complete the 2020-2021 school year.
3. Seniors will develop a post-secondary plan. Students will be introduced to post-secondary opportunities, such as: colleges, technical colleges, military, training programs and work place training programs.
4. The REAL Academy will be utilized to work with the students so they are able to successfully complete the courses or credits needed to be placed with their graduation cohort.
5. Administrators, Counselors, Success Coaches, and the Behavior Interventionist will work together with faculty to identify, mentor and coach students to meet graduation requirements.

Rationale for Evidence-based Strategy: Mentoring is a proven strategy for positive youth development. Youth are more likely to succeed when they have the additional support of a caring, consistent adult mentor. Having a mentor can enhance a young person's learning skills, help build self-efficacy and develop academic stamina to earn a high school diploma.

Action Steps to Implement

1. Students will be identified who meet two or more of the indicators of the Early Warning System.
2. A plan will be developed to help students to successfully complete the 2020 – 2021 school year.
3. Seniors will develop a post-secondary plan.
4. The REAL Academy will work with the students, so they are able to successfully complete the courses or credits needed to be placed with their graduation cohort.
5. Administrators, Counselors, Success Coaches, and the Behavior Interventionist will work together with faculty to identify, mentor and coach students to meet transition and graduation requirements.

Person Responsible: Melodie Davis (melodie.davis@polk-fl.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

A monthly newsletter will be sent to all families to keep them informed about activities, events, and information about the school.

Title 1 provides workshops for parents during the year. The school hosts an Orientation and Open House. Parents can come, tour the school and meet the teachers and staff.

Our School Advisory Council and Academic Boosters meet during the year to explain programs and activities taking place at the school. Feedback and suggestions are solicited from members to improve our school.

We have many booster organizations which provide opportunities for the parents to get involved in the school.

In the spring, we host the rising 5th graders from our two elementary feeder schools. They tour the school and meet various teachers. The school counselor talks to them about what it will be like in Middle School. In the evening, we host the parents. We provide them with a packet of information about our school, curriculum, middle school planning, helpful websites and homework helps. They tour the campus to see where their students will be attending classes, the media center, gym, cafeteria, and the offices.

In the spring, we host the rising 8th grade students and their parents at an evening event. We provide information about our school, curriculum, four year planning. Then in the fall, the 9th grade school counselor meets with parents before Open House to discuss transitioning to 9th grade. Credit requirements, assessment information and grade point averages are all covered.

At Open House night, our Senior School Counselor meets with parents about transition plans after high school. Whether it be work, post-secondary education or military plans, these options are explained to parents.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00