



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Frostproof Middle/Senior High

1000 PALM AVE N

Frostproof, FL 33843

863-635-7809

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

School Demographics

School Type High School	Title I Yes	Free and Reduced Lunch Rate 75%
Alternative/ESE Center No	Charter School No	Minority Rate 52%

School Grades History

2013-14 C	2012-13 C	2011-12 C	2010-11 B
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SIP Authority and Template

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

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Frostproof Middle/Senior High

Principal

W. Kyle Windham

School Advisory Council chair

Neal Byrd

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Arlene Portwood	Assistant Principal for Curriculum
Nancy DeMarco	Title 1 Facilitator
Simone Aldrich	Teacher Resource, Reading
Deborah Webber	Department Chair, English
Pamela Hadden	Department Chair, Mathematics
Ashley Byrd	Department Chair, Reading
Rachel Nicholson	Department Chair, Science
Deanna Jaroszeski	Department Chair, Social Studies
Melodie Davis	Dean
Annette True	Media Specialist

District-Level Information

District

Polk

Superintendent

Kathryn LeRoy

Date of school board approval of SIP

10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Kyle Windham, Principal; Arlene Portwood, Asst Prin Curriculum; Neal Byrd, Community Member, Chair; Teachers - Natalie VanHook; Carmen Hood; Jeremy Byrd; Teresa Lewis, Counselor; Nancy DeMarco, Title 1 Facilitator; Elvia Espinoza, Office Staff; Community Members - Anthony Sackett, Lori Schotman, Michael Garcia, Betty Yates; Parents - Sally Navarro, Chanita Blair, Hattie Brown; Students: Masey Rodriguez-Salva; Domonick Patterson.

Involvement of the SAC in the development of the SIP

The data from the Spring FCAT / EOC testing was shared with the SAC. The process of developing a school goal, identifying barriers and strategies to overcome them were discussed with the SAC. The SAC was asked to provide input into other needs, barriers or strategies they wanted to see in the School Improvement Plan.

Activities of the SAC for the upcoming school year

The SAC committee will meet quarterly to discuss and give input on the school data, progress monitoring, curriculum changes, especially related to Common Core and assessments, Title 1 information and monies, school policies, financial expenditures, and facilities.

Projected use of school improvement funds, including the amount allocated to each project

We will use our school improvement funds to purchase materials to enrich and remediate our reading program, especially across the curriculum.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

W. Kyle Windham

Principal

Years as Administrator: 4

Years at Current School: 1

Credentials

Masters in Educational Leadership, Certifications in Mathematics 6-12, School Principal (all levels)

Performance Record

2010 - 2011 School Grade B
2011 - 2012 School Grade C

reading endorsed

17, 23%

with advanced degrees

28, 37%

National Board Certified

7, 9%

first-year teachers

1, 1%

with 1-5 years of experience

7, 9%

with 6-14 years of experience

23, 31%

with 15 or more years of experience

44, 59%

Education Paraprofessionals**# of paraprofessionals**

11

Highly Qualified

11, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

5

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Interview applicants who have gone through the district screening to determine their eligibility - Principal/Assistant Principal
2. Partner beginning teachers with a mentor - Principal/ Assistant Principal
3. Partner new experienced teachers with veteran staff - Principal/ Assistant Principal

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

This year we have a beginning teacher for Reading. She has been paired with our Reading Resource Teacher. At a minimum, they meet weekly to set plans for the upcoming week. The Reading

Resource Teacher has monitored the classroom to identify best practices and other practices that may need to be modified. This new teacher will be a part of the lesson study group.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Kyle Windham- Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Arlene Portwood – Assistant Principal for Curriculum: Provides information regarding the course of study for the individual student according to the Student Progression Plan.

Dwight Frazier- Assistant Principal for Administration: Provides information regarding the individual students discipline record as well as an insight to the reasons for student behavior.

Simone Aldrich- Reading Resource Teacher: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1,2, and 3 interventions plans.

Shari Williams- ESE Facilitator: Participates in the collection, interpretation, and analysis of data, facilitates the development of intervention plans, provides support for intervention fidelity and documentation, and provides professional development and technical assistance when needed.

Joanne Farthing, Teresa Lewis and Pracia Mitchell- Guidance Counselors: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, they will continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

Select General Education Teacher: Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, and collaborates with other staff to implement Tier 2 interventions.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The team meets periodically to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/ exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

Based on the above information, the team will identify professional development and resources.

The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Rtl Leadership Team met with the School Advisory Council (SAC) and Principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that

needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data: Progress Monitoring and Reporting Network (PMRN), Assessment and Information Management System (AIMS web), Florida Comprehensive Assessment Test (FCAT) Progress Monitoring: PMRN, AIMS web, Curriculum Based Measurement (CBM), FCAT Simulation Midyear: Florida Assessments for Instruction in Reading, Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA) End of year: AIMS, End of Course exams, FCAT Frequency of Data Days: twice a month for data analysis.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: "Rtl: Problem Solving Model: Building Consensus Implementing and Sustaining Problem-Solving/Rtl" and "Rtl: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October. The Rtl team will also evaluate additional staff PD needs during the weekly Rtl Leadership Team meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year: 3,600

Students who have not been able to master subjects during the school year are apply to come to summer school to earn the additional credit needed to progress to the next grade level.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

The passing rate of students attending the summer program is used to determine its effectiveness.

Who is responsible for monitoring implementation of this strategy?

The passing rates of students attending is monitored by both the Principal and Assistant Principal for Curriculum.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Arlene Portwood	Assistant Principal, Curriculum
Simone Aldrich	Resource Teacher, Reading
Ashley Byrd	Reading Department Chair
Debbie Webber	Language Arts, Dept Chair
Nancy DeMarco	Title 1 Facilitator
Annette True	Media Specialist
Robin Davisson	Reading Teacher
Patty Wise	Reading Teacher
Suzanne Duke	Reading Teacher
Michelle Perry	Reading Teacher
Lisa Oakman	Reading Teacher
Angie Cain	Reading Teacher
Alexandra Becerra	Reading Teacher
Jennifer Regling	Reading Teacher
Janice Mann	Reading Teacher
Melodie Davis	Dean

How the school-based LLT functions

Periodic meetings will be held to determine the needs of the school regarding reading materials, vocabulary improvement, etc. The team will also meet to determine topics needed to present to the Reading Learning Communities. The team will develop materials to be used, videos to watch using PD360, and how to present information at Professional Learning Communities. These teachers will be in charge of PLC's to present information to the whole faculty.

Major initiatives of the LLT

The major focus this year for literacy is reading across the content areas. We have planned quarterly trainings to help teachers accomplish this goal. The first training presents expanding vocabulary and using graphic organizers that teachers can use to help students actively read. The next training deals with closure, summarization and higher order thinking questions will be incorporated throughout all courses along with extended passages. The third training will explain three tier words and word walls. Another initiative of this group for this year is evaluation of data for students. Learning communities will focus on the levels for each student in each teacher's class and how to differentiate learning for those students. This training will begin with Data Day, a county initiative, and go throughout the year. There will be a group of 5 reading teachers, along with our Reading Resource teacher, who will participate in three Lesson Studies this year. A District Representative will come to train the teachers in the proper procedure to complete the Lesson Study. Substitutes will be provided by our Title 1 program.

Every Teacher Contributes to Reading Instruction**How the school ensures every teacher contributes to the reading improvement of every student**

The main focus of our School Improvement Plan this year is increasing reading achievement across our content area classes. Both our Professional Learning Communities and Department Meetings will have professional development on strategies for effective reading in the classroom. Our first PD focus will be

on providing teachers with graphic organizers that assist with reading and vocabulary. Next, we will provide PD on vocabulary, specifically 1-2-3 tier words and word walls. Lastly, we will cover closure techniques for a classroom to reinforce material covered during the class. These techniques will provide tools and strategies for all content teachers to focus on reading across our curricula.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

District Learning Schedules include opportunities to explore how various topics are relevant to the student's real life experiences. Courses such as applied math teach students real world applications of the math concepts. Math for College Success and English for College Success are courses designed to transition students from high school to college.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Career planning is included as part of the social studies curriculum for all middle school students. We offer a personal, career, and school success course targeted at students that are in danger of not graduating. All non-core courses include a section on related careers. The ISpaces Academy offers experiences in construction as well as interior design. We use reports from the PSAT given to all 10th graders to determine the potential for students to be successful in AP or Dual Enrollment classes. The ASVAB is also given to help students making career choices.

Strategies for improving student readiness for the public postsecondary level

The percent of the graduates who scored a Level 3 or better on the Grade 10 FCAT in both reading and math is higher than both the district and state. The percent of graduates who completed a college prep curriculum, who completed at least one level 3 high school math course or science course, or who completed at least one dual enrollment (DE) was lower than the district average. We will encourage students to take AP or DE classes by more teacher discussion on these courses and having each student meet with a guidance counselor regarding their postsecondary plans. Bright Futures information will be given to all students and parents starting in the 9th grade so that planning throughout their high school career will include knowledge of these opportunities and their goals can reflect this knowledge. Students will be encouraged to take the PERT, SAT, and ACT at the appropriate time during their high school career.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	55%	43%	No	60%
American Indian				
Asian				
Black/African American	27%	16%	No	34%
Hispanic	53%	40%	No	58%
White	61%	51%	No	65%
English language learners	43%	17%	No	49%
Students with disabilities	27%	13%	No	34%
Economically disadvantaged	50%	39%	No	55%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	187	24%	30%
Students scoring at or above Achievement Level 4	140	18%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	448	58%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	486	63%	68%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	60	72%	77%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	32	37%	42%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	34	40%	45%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	68	24%	30%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	152	54%	59%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	91	32%	37%

Area 3: Mathematics**High School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	37%	No	50%
American Indian				
Asian				
Black/African American	35%	11%	No	42%
Hispanic	40%	35%	No	46%
White	49%	45%	No	54%
English language learners	38%	21%	No	44%
Students with disabilities	27%	13%	No	34%
Economically disadvantaged	40%	32%	No	46%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		56%	61%
Students in lowest 25% making learning gains (EOC)		64%	69%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.		<i>[data excluded for privacy reasons]</i>	35%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	41%	46%
Students scoring at or above Achievement Level 4	13	8%	13%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	34	18%	23%
Students scoring at or above Achievement Level 4	26	14%	19%

Area 4: Science**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	39%	44%
Students scoring at or above Achievement Level 4	18	14%	19%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	60	36%	17%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	0	0%	0%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		0%	0%
Students taking one or more advanced placement exams for STEM-related courses	0	0%	0%
CTE-STEM program concentrators	30		90
Students taking CTE-STEM industry certification exams	8	1%	20%
Passing rate (%) for students who take CTE-STEM industry certification exams		1%	6%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	582	58%	65%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	150	15%	20%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		5%	10%
Students taking CTE industry certification exams	3	1%	6%
Passing rate (%) for students who take CTE industry certification exams		1%	6%
CTE program concentrators	30	6%	10%
CTE teachers holding appropriate industry certifications	3	4%	5%

Area 7: Social Studies

U.S. History End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Civics End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Area 8: Early Warning Systems**Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	56	12%	9%
Students who fail a mathematics course	10	2%	0%
Students who fail an English Language Arts course	8	2%	0%
Students who fail two or more courses in any subject	27	6%	3%
Students who receive two or more behavior referrals	57	12%	9%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	116	25%	20%

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	69	13%	10%
Students in ninth grade with one or more absences within the first 20 days	49	32%	25%
Students in ninth grade who fail two or more courses in any subject	28	18%	15%
Students with grade point average less than 2.0	57	11%	8%
Students who fail to progress on-time to tenth grade	1	1%	0%
Students who receive two or more behavior referrals	52	10%	7%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	119	23%	20%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.		2%	1%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)		76%	81%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.		48%	53%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)		76%	81%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets

Additional targets for the school

NA

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Students will be able to comprehend rigorous text across content areas.
- G2.** Students will be able to write to communicate for a variety of purposes.

Goals Detail

G1. Students will be able to comprehend rigorous text across content areas.**Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE

Resources Available to Support the Goal

- Title 1 Personnel
- Administration
- District Personnel
- Learning Schedules
- Curriculum Schedules
- Teachers

Targeted Barriers to Achieving the Goal

- Community Members / Volunteers to recruit and train.
- Teacher by-in and training
- Expertise in Curriculum and Strategies

Plan to Monitor Progress Toward the Goal

Review data to see if reading achievement has improved

Person or Persons Responsible

Administration, teachers, Title 1 personnel

Target Dates or Schedule:

Mid Year and prior to FCAT in the Spring 2014

Evidence of Completion:

Data analysis will show improvement

G2. Students will be able to write to communicate for a variety of purposes.**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School

Resources Available to Support the Goal

- Language Arts Teachers
- District Personnel
- Title 1
- Administration
- Classroom Teachers
- Writing Progress Monitoring
- Lesson Schedules

Targeted Barriers to Achieving the Goal

- Classroom teachers are hesitant to grade writing mechanics. They just want to grade content.
- Standards from the State have changed.

Plan to Monitor Progress Toward the Goal

FCAT Writing scores; progress monitoring scores

Person or Persons Responsible

Principal; Assistant Principal for Curriculum

Target Dates or Schedule:

FCAT Writing scores - Summer 2014 Progress Monitoring scores - 3 times a year

Evidence of Completion:

Progress Monitoring data from writing scores in IDEAS FCAT Writing data in Summer 2014

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Students will be able to comprehend rigorous text across content areas.

G1.B1 Community Members / Volunteers to recruit and train.

G1.B1.S1 Community members will be recruited to help teachers in the classroom. Advertisements will be distributed to local newspapers and mobile home parks to recruit appropriate volunteers. These volunteers will be trained to help the teachers in the classroom.

Action Step 1

Recruit and train volunteers to help in the classrooms, after they have been approved by the County volunteer office.

Person or Persons Responsible

Title 1 personnel

Target Dates or Schedule

Early Fall, yearlong

Evidence of Completion

Volunteer sign in sheets, teacher comments, student comments

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Checks will be made to see that volunteers are performing their duties correctly and students are working cooperatively.

Person or Persons Responsible

Title 1 and classroom teachers

Target Dates or Schedule

Once a month checks

Evidence of Completion

Students are cooperative, no referrals or Dog Pounds, work samples

Plan to Monitor Effectiveness of G1.B1.S1

Students are increasing reading proficiency and strategies

Person or Persons Responsible

Volunteers, teachers

Target Dates or Schedule

Daily

Evidence of Completion

Charts showing improvement, grades on work completed

G1.B2 Teacher by-in and training

G1.B2.S1 Professional Development for these reading strategies will take place in small group settings. This will allow teachers to receive more indepth help in mastering these strategies. Being more proficient in the use of the strategies will allay some of the fear in using them in the classroom. This will also allow the teachers to see which graphic organizers are more appropriate for which type of reading.

Action Step 1

Professional Development

Person or Persons Responsible

Title 1 personnel and Reading Teachers will provide training in effective reading strategies to content area teachers.

Target Dates or Schedule

Once each quarter

Evidence of Completion

Walk Throughs, lesson plans, word walls, student work samples

Facilitator:

Title 1 Personnel and Reading Teachers

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Effective use of reading strategies

Person or Persons Responsible

Administration

Target Dates or Schedule

At least once a quarter

Evidence of Completion

Walk throughs, lesson plans, student work samples

Plan to Monitor Effectiveness of G1.B2.S1

Student Achievement will improve in reading

Person or Persons Responsible

Students who take the FCAT 2.0

Target Dates or Schedule

Progress Monitoring, Spring 2014 FCAT

Evidence of Completion

Student data analysis

G1.B3 Expertise in Curriculum and Strategies

G1.B3.S1 Reading teachers will participate in a lesson study to become proficient in using reading strategies and engaging students.

Action Step 1

Lesson Study

Person or Persons Responsible

Reading teachers and Reading Resource Teacher

Target Dates or Schedule

Three times a year

Evidence of Completion

Attendance sheets

Facilitator:

Simone Aldrich, Reading Resource Teacher, Joanna Johnson, District Personnel

Participants:

Reading teachers

Plan to Monitor Fidelity of Implementation of G1.B3.S1

The lesson study will be completed in a reading teacher's classroom.

Person or Persons Responsible

Reading Teachers, Reading Resource Teacher

Target Dates or Schedule

Three times a year

Evidence of Completion

One of the reading teachers will be selected at random to instruct one of the teacher's classes.

Plan to Monitor Effectiveness of G1.B3.S1

The reading teachers will then take the same lesson to their classes and teach their classes.

Person or Persons Responsible

The Reading Teachers

Target Dates or Schedule

3 times a year

Evidence of Completion

The group will get back together to process how the lesson went in their classrooms. The Reading Resource Teacher will facilitate the discussion.

G2. Students will be able to write to communicate for a variety of purposes.

G2.B1 Classroom teachers are hesitant to grade writing mechanics. They just want to grade content.

G2.B1.S1 Professional development will be completed to train teachers in the writing process. This will train teachers in what to expect students to write in class.

Action Step 1

Professional Learning Community Professional Development

Person or Persons Responsible

Language Arts teachers will train content teachers across the curriculum

Target Dates or Schedule

Once first and once second semester

Evidence of Completion

Sign in sheets; writing samples from teachers

Facilitator:

Debbie Webber, Language Arts Chair, Language Arts Teachers

Participants:

Teachers in Professional Learning Communities across the curriculum

Plan to Monitor Fidelity of Implementation of G2.B1.S1

PLC Completion

Person or Persons Responsible

Principal and Assistant Principal for Curriculum

Target Dates or Schedule

After each training

Evidence of Completion

Sign in sheets; writing samples and rubrics

Plan to Monitor Effectiveness of G2.B1.S1

FCAT Writing scores; progress monitoring scores

Person or Persons Responsible

Principal; Assistant Principal for Curriculum

Target Dates or Schedule

FCAT Writing scores - Summer 2014 Progress Monitoring scores - 3 times a year

Evidence of Completion

Progress Monitoring data from writing scores in IDEAS FCAT Writing data in Summer 2014

G2.B2 Standards from the State have changed.

G2.B2.S1 The new rubric for the State writing assessment will be covered in the PLC training.

Action Step 1

Professional Learning Community Professional Development

Person or Persons Responsible

Language Arts teachers will train content teachers across the curriculum.

Target Dates or Schedule

Once first and once second semester.

Evidence of Completion

Sign in sheets, writing samples from teachers

Facilitator:

Debbie Webber, Language Arts Chair, Language Arts Teachers

Participants:

Teachers in Professional Learning Communities across the curriculum.

Plan to Monitor Fidelity of Implementation of G2.B2.S1

PLC Completion

Person or Persons Responsible

Principal and Assistant Principal for Curriculum

Target Dates or Schedule

After each training

Evidence of Completion

Sign in sheets; writing samples and rubrics

Plan to Monitor Effectiveness of G2.B2.S1

FCAT Writing scores; progress monitoring scores

Person or Persons Responsible

Principal; Assistant Principal for Curriculum

Target Dates or Schedule

FCAT Writing scores - Summer 2014 Progress Monitoring scores - 3 times a year

Evidence of Completion

Progress Monitoring data from writing scores in IDEAS FCAT Writing data in Summer 2014

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A

This is the fourth year Frostproof Middle Senior High School received the Title 1, Part A1 Grant. Monies will be used to support a three part program: Assessment, Professional Development and Parent Involvement. A facilitator will coordinate the program. Two staff members are also paid for by Title 1; a math teacher and a reading resource teacher. Additional monies are being used to supplement classroom materials, materials for parents, fund individual parent conferences, and parent workshops.

Title I, Part C- Migrant

Migrant students enrolled in Frostproof Middle Senior High School will be assisted by the school and by the District Migrant Education Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned to schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support to both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. Professional development resources are available to Title I schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds at Frostproof Middle Senior High are used to provide professional development.

Title III

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

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. 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 (MEP) funded through Title I, Part C.

Supplemental Academic Instruction (SAI)

All students functioning below grade level are given baseline evaluations in reading, math, writing, and science at the beginning of the year. This is followed by periodic re-evaluations throughout the year. Teachers are provided reports that guide instruction to improve student performance

Violence Prevention Programs

A Bullying Prevention program is provided for all students through the district office. Guidance provides group sessions on various topics which include anger management, bullying, cyber bullying, etc. Title IV provides violence and drug prevention programs in schools in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

Nutrition Programs

Due to our large population that qualify for free and reduced lunch, we also provide a breakfast program.

Adult Education

Through the district adult education program we offer a GED class on campus in the evenings. The district also provides a Drop Back In Program and Life Skills for students who have left the traditional high school. Through the vocational schools, they can also get a Polk District Diploma while learning a vocation.

Career and Technical Education

We have an ISpaces Academy which combines construction and interior design. This program targeted 9th graders the first year. We are including 9th and 10th graders this year and will continue to add grades until all 4 high school grades will be included. We also began an agricultural academy this year called, "AgDogs." This academy will focus on commercial growers and agribusiness.

Job Training

Through our Marketing program and Ag program, we offer On-Job-Training. Also, the ESE Career Prep/ Career Experience provides OJT training for qualified students.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Students will be able to comprehend rigorous text across content areas.

G1.B2 Teacher by-in and training

G1.B2.S1 Professional Development for these reading strategies will take place in small group settings. This will allow teachers to receive more indepth help in mastering these strategies. Being more proficient in the use of the strategies will allay some of the fear in using them in the classroom. This will also allow the teachers to see which graphic organizers are more appropriate for which type of reading.

PD Opportunity 1

Professional Development

Facilitator

Title 1 Personnel and Reading Teachers

Participants

All teachers

Target Dates or Schedule

Once each quarter

Evidence of Completion

Walk Throughs, lesson plans, word walls, student work samples

G1.B3 Expertise in Curriculum and Strategies

G1.B3.S1 Reading teachers will participate in a lesson study to become proficient in using reading strategies and engaging students.

PD Opportunity 1

Lesson Study

Facilitator

Simone Aldrich, Reading Resource Teacher, Joanna Johnson, District Personnel

Participants

Reading teachers

Target Dates or Schedule

Three times a year

Evidence of Completion

Attendance sheets

G2. Students will be able to write to communicate for a variety of purposes.

G2.B1 Classroom teachers are hesitant to grade writing mechanics. They just want to grade content.

G2.B1.S1 Professional development will be completed to train teachers in the writing process. This will train teachers in what to expect students to write in class.

PD Opportunity 1

Professional Learning Community Professional Development

Facilitator

Debbie Webber, Language Arts Chair, Language Arts Teachers

Participants

Teachers in Professional Learning Communities across the curriculum

Target Dates or Schedule

Once first and once second semester

Evidence of Completion

Sign in sheets; writing samples from teachers

G2.B2 Standards from the State have changed.

G2.B2.S1 The new rubric for the State writing assessment will be covered in the PLC training.

PD Opportunity 1

Professional Learning Community Professional Development

Facilitator

Debbie Webber, Language Arts Chair, Language Arts Teachers

Participants

Teachers in Professional Learning Communities across the curriculum.

Target Dates or Schedule

Once first and once second semester.

Evidence of Completion

Sign in sheets, writing samples from teachers

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Students will be able to comprehend rigorous text across content areas.	\$3,000
Total		\$3,000

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Total
Title 1	\$3,000	\$3,000
Total	\$3,000	\$3,000

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Students will be able to comprehend rigorous text across content areas.

G1.B3 Expertise in Curriculum and Strategies

G1.B3.S1 Reading teachers will participate in a lesson study to become proficient in using reading strategies and engaging students.

Action Step 1

Lesson Study

Resource Type

Personnel

Resource

Substitutes so reading teachers can participate in the Lesson Study

Funding Source

Title 1

Amount Needed

\$3,000