

Polk County Public Schools

Frostproof Middle/Senior High



2021-22 Schoolwide Improvement Plan

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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: 1/2/2012

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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1000 PALM AVE N, Frostproof, FL 33843

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 6-12	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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

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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	Position 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 postsecondary 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	Position Title	Job Duties and Responsibilities
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 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.
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.
Emery, Dean	Teacher, K-12	Teacher / Leader: Provides direction and information about core instruction, participate in student data collection, deliver Tier 1 instruction/

Name	Position Title	Job Duties and Responsibilities
		intervention, and collaborate with other staff to implement Tier 2 interventions.
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.
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 data, facilitates the development of intervention plans, provides support for intervention fidelity and documentation, and provides professional development and technical assistance, when needed.
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.
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.
Warren, Charles	Dean	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.
Ballance, Chris	Behavior Specialist	This position exists to assist leadership with the development of individual, class and schoolwide behavior interventions and to deliver appropriate teacher-to-teacher professional learning and support, resulting in improved effectiveness of classroom management, instructional practices, increased learning time for students, and enhanced student achievement.

Name	Position Title	Job Duties and Responsibilities
		The Behavior Interventionist is responsible for teacher-to-teacher classroom support, modeling, mentoring, and collaborating to promote better behavior management strategies for teachers and students. This position will also be responsible for supporting teachers in data collection, analysis, interpretation and usage; research-based behavior strategies and programs; and school improvement.
Rhoden, Tammy	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.

Demographic Information

Principal start date

Monday 1/2/2012, 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.*

22

Total number of teacher positions allocated to the school

73

Total number of students enrolled at the school

1,110

Identify the number of instructional staff who left the school during the 2020-21 school year.

7

Identify the number of instructional staff who joined the school during the 2021-22 school year.

11

Demographic Data

Early Warning Systems

2021-22

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	140	152	157	174	179	138	134	1074
Attendance below 90 percent	0	0	0	0	0	0	40	42	42	37	45	47	39	292
One or more suspensions	0	0	0	0	0	0	45	46	44	51	46	21	19	272
Course failure in ELA	0	0	0	0	0	0	0	4	1	8	11	9	3	36
Course failure in Math	0	0	0	0	0	0	1	3	2	6	9	18	20	59
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	30	36	36	66	52	41	21	282
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	39	53	39	40	43	31	16	261
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	53	51	48	59	62	42	35	350

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	2	7	5	7	5	26
Students retained two or more times	0	0	0	0	0	0	0	1	4	2	9	15	12	51

Date this data was collected or last updated

Sunday 5/30/2021

2020-21 - 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	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

2020-21 - 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	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

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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

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				39%	47%	56%	37%	46%	56%
ELA Learning Gains				47%	46%	51%	45%	47%	53%
ELA Lowest 25th Percentile				42%	37%	42%	38%	39%	44%
Math Achievement				52%	43%	51%	43%	44%	51%
Math Learning Gains				64%	45%	48%	51%	42%	48%
Math Lowest 25th Percentile				60%	44%	45%	48%	38%	45%
Science Achievement				37%	58%	68%	34%	65%	67%
Social Studies Achievement				61%	61%	73%	69%	63%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	39%	48%	-9%	54%	-15%
Cohort Comparison						
07	2021					
	2019	33%	42%	-9%	52%	-19%
Cohort Comparison		-39%				
08	2021					
	2019	40%	48%	-8%	56%	-16%
Cohort Comparison		-33%				
09	2021					
	2019	45%	45%	0%	55%	-10%
Cohort Comparison		-40%				
10	2021					
	2019	36%	42%	-6%	53%	-17%
Cohort Comparison		-45%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	49%	47%	2%	55%	-6%
Cohort Comparison						
07	2021					
	2019	52%	39%	13%	54%	-2%
Cohort Comparison		-49%				
08	2021					
	2019	41%	35%	6%	46%	-5%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	32%	41%	-9%	48%	-16%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	43%	54%	-11%	67%	-24%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	70%	-6%	71%	-7%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	56%	57%	-1%	70%	-14%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	54%	50%	4%	61%	-7%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	69%	53%	16%	57%	12%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The STAR ELA and Math tests were used for all grade levels to assess reading achievement levels using percentile.

District assessments were used for Civics, Science 8, Biology, and US History.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	125/35%	119/27%	130/33%
	Economically Disadvantaged	76/26%	73/19%	79/25%
	Students With Disabilities	15/7%	16/6%	18/5.5%
	English Language Learners	18//0%	19/0%	19/5%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	129/32.5%	122/32%	132/36%
	Economically Disadvantaged	80/27.5%	74/27%	85/27%
	Students With Disabilities	14/0%	14/0%	15/0%
	English Language Learners	20/0%	19/10.5%	4/20%
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	127/32%	125/31%	137/31%
	Economically Disadvantaged	74/28%	72/29%	77/26%
	Students With Disabilities	17/0%	18/5.5%	16/6%
	English Language Learners	18/0%	20/5%	22/4.5%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	115/22%	130/41%	135/38.5%
	Economically Disadvantaged	17/32.5%	76/26%	76/29%
	Students With Disabilities	16/6%	17/6%	14/7%
	English Language Learners	18/11%	17/18%	19/16%
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	102/9%	87/8%	115/11%
	Economically Disadvantaged	58/5%	49/6%	66/7.5%
	Students With Disabilities	16/6%	14/0%	17/0%
	English Language Learners	NT	NT	1/0%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	136/43%	144/46%	148/41%
	Economically Disadvantaged	74/35%	79/39%	81/32%
	Students With Disabilities	17/12%	20/5%	22/4.5%
	English Language Learners	1/0%	NT	1/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	71/18%	134/57%	147/54%
	Economically Disadvantaged	44/14%	70/50%	82/45%
	Students With Disabilities	18/5.5%	17/12%	21/5%
	English Language Learners	2/0%	1/0%	2/0%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	152/15%	124/6%	138/11%
	Economically Disadvantaged	64/12.5%	68/3%	75/7%
	Students With Disabilities	14/0%	20/5%	20/0%
	English Language Learners	1/100%	NT	1/0%

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	94/14%	91/14%	99/14%
	Economically Disadvantaged	65/11%	63/17%	68/13%
	Students With Disabilities	19/10.5%	18/10.5%	18/11%
	English Language Learners	11/0%	11/0%	11/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2/0%	131/43.5%	141/40%
	Economically Disadvantaged	2/0%	82/39%	87/37%
	Students With Disabilities	2/0%	21/24%	22/14%
	English Language Learners	1/0%	12/8%	12/8%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	39/13%	43/9%	46/9%
	Economically Disadvantaged	17/12%	20/5%	21/0%
	Students With Disabilities	NT	1/0%	1/0%
	English Language Learners	NT	NT	NT
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NT	NT	NT
	Economically Disadvantaged	NT	NT	NT
	Students With Disabilities	NT	NT	NT
	English Language Learners	NT	NT	NT

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	95/13%	95/7%	101/12%
	Economically Disadvantaged	58/9%	62/0%	62/5%
	Students With Disabilities	31/13%	30/10%	33/6%
	English Language Learners	5/0%	6/0%	7/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NT	112/24%	120/14%
	Economically Disadvantaged	NT	68/23.5%	72/11%
	Students With Disabilities	NT	28/14%	29/7%
	English Language Learners	NT	4/0%	5/20%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	100/3%	109/1%	118/2%
	Economically Disadvantaged	62/0%	70/0%	78/0%
	Students With Disabilities	23/0%	21/0%	23/0%
	English Language Learners	2/0%	4/0%	4/0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	17/81%	15/63%	22/64%
	Economically Disadvantaged	8/75%	10/70%	11/64%
	Students With Disabilities	NT	1/100%	1/0%
	English Language Learners	NT	NT	NT

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	68/19%	65/20%	63/8%
	Economically Disadvantaged	50/20%	48/19%	46/11%
	Students With Disabilities	15/13%	11/9%	9/0%
	English Language Learners	3/0%	3/0%	4/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NT	NT	NT
	Economically Disadvantaged	NT	NT	NT
	Students With Disabilities	NT	NT	NT
	English Language Learners	NT	NT	NT
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	18/0%	21/5%	25/4%
	Economically Disadvantaged	15/0%	16/0%	20/0%
	Students With Disabilities	7/0%	7/0%	7/0%
	English Language Learners	1/0%	1/0%	1/0%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	101/56%	100/34%	120/48%
	Economically Disadvantaged	64/48%	48/40%	78/33%
	Students With Disabilities	7/0%	8/0%	11/9%
	English Language Learners	2/0%	2/0%	3/0%

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15/0%	12/0%	6/0%
	Economically Disadvantaged	11/0%	12/0%	6/0%
	Students With Disabilities	11/0%	0/0%	0/0%
	English Language Learners	1/0%	1/0%	1/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	NT	NT	NT
	Economically Disadvantaged	NT	NT	NT
	Students With Disabilities	NT	NT	NT
	English Language Learners	NT	NT	NT
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	NT	NT	NT
	Economically Disadvantaged	NT	NT	NT
	Students With Disabilities	NT	NT	NT
	English Language Learners	NT	NT	NT
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	NT	NT	NT
	Economically Disadvantaged	NT	NT	NT
	Students With Disabilities	NT	NT	NT
	English Language Learners	NT	NT	NT

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	10	24	26	5	25	29	7	19		88	7
ELL	21	38	35	24	33	35	19	40	55	94	59
BLK	19	28	29	20	28	18	15	23		92	22
HSP	35	42	33	35	38	40	40	53	64	88	47
MUL	29	23									

2021 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 2019-20	C & C Accel 2019-20
WHT	37	40	35	36	32	40	47	61	59	78	52
FRL	26	36	38	26	30	35	28	43	55	86	45
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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	532
Total Components for the Federal Index	12
Percent Tested	93%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24

Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	26
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Spring 2021 FSA / EOC Data:

ELA Grades 6, 7, 10 had 30% AL3+. 8th and 9th scored 36% and 38%.

MS Math AL3+: 6th = 25%, 7th = 37%, 8th = 27%

Algebra EOC AL3+ 34%; Geometry 41%

8th gr Science 34% AL3+ Biology 44%

U.S. History AL3+ 56%. Civics = 52%

The Spring 2021 STAR for math showed 60% of our middle school students scored a 3 or higher, while 40% of our 9th grade scored beyond a AL3. Our 2019 FSA Math average was 52%, so the middle school students exceeded that score. The 9th grade fell short of that percentage by 12 percentage points.

A major concern is our failure rate. In 2020, the average number of D's or F's in English for the year was 126.

The average for math was 148. In 2021, the average number for English was 291; math was 318. At the end of first semester for 2020-21, we had 1,160 F's for all classes, while 2019-20 was only 386.

We have 28% of our students who attended less than 90% of the days of school. (2020 - 13%)

There are 150 high school students, or 24%, who currently have less than a 2.0 GPA.

We have 5% (56/1076) of our student population who have 6 or more days in ISS and 5% (53/1076) who have 6 or more days in OSS.

In 2020-21, we had 32.5% of students who had 2 or more indicators on the EWS. (2020 - 21.5%)

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

There are many areas of need, but one area of great need is the high school ELA achievement data (<13%) on the STAR assessment. Only 13% of our students were proficient. Civics (<11% proficient),

8th grade Science (<15% proficient) , and Biology (<13% proficient), also had unacceptable levels of achievement on the District assessment. Similar data was found on the Spring 2021 FSA / EOC data for ELA, Math and Civics.

Another area of need is in our failure rates. Students who do not have a 2.0 cannot graduate with a regular high school diploma. These students are also missing credits needed for graduation.

Along with these failures is the lack of knowledge needed to pass the assessments. Middle school students performed well on the STAR assessments, while the high school students did not. All of these components factor together when looking at student achievement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Unfortunately, with so many assessments being required of the students, they do not take the progress monitoring as seriously as is needed to show proficiency. Students should be reminded of the importance of this data to show progress throughout the year.

Attendance and effort need to be addressed. Students who do not attend school or make adequate progress should be counseled and a plan made to improve. Teachers need to build in opportunities for remediation of content not mastered.

Administration should monitor attendance and progress. Students who are not engaging in school should be identified and multiple pathways may need to be addressed. Opportunities for mentoring, tutoring, grade recovery and credit recovery should be made available for students to improve their grades.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The 8th grade students actually showed at 2 percentage point improvement on their assessment (34%). Biology also improved by 1 percentage point to 44%.

Middle school students made the most improvement in Language Arts and performed at about the same level in mathematics, especially considering the pandemic. (However, this did not hold true for the FSA ELA scores).

Students who took the U.S. History assessment also showed proficiency levels in keeping with our 2019 EOC data with an average of 50% of the students scoring at or above AL3 on progress monitoring. Students scored at the same level on the U.S. History EOC with 56% at AL3+.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Gizmos interactive labs, which could be done at school or home, was very helpful during the pandemic. Polk County Schools Science Department shared the cost of this subscription. Science and Math teachers incorporate these labs in their lessons.

The Literacy Coach has been working with our Reading Teachers individually and in groups to address data chats, implementing Achieve lessons with fidelity, and using novel sets in their classes. In addition to working with our Literacy Coach, our Language Arts teachers have been working collaboratively to plan their lessons. Middle School and High School Language Arts / English teachers attended a professional development held quarterly onsite. They have counseled the students about taking the STAR test seriously and not just answering randomly.

Our middle school math students who scored an AL1 and AL2 on the 2019 Math FSA are placed in an intensive math class. In addition to intensive instruction that matches classroom instruction, students participate in the Imagine math curriculum on the computer. This remediates the math instruction on the student's greatest area of need.

What strategies will need to be implemented in order to accelerate learning?

The new BEST standards will provide more direction and fidelity for teacher instruction. The standards are user-friendly for teachers to understand the intent of the content, and therefore, implement in the classroom.

Teachers will implement the learning maps with fidelity. Administration will do walk-throughs to verify fidelity.

Teachers who teach common classes will collaborate on the lesson content and pacing.

Teachers will help students who need intensive educational opportunities to be successful. Inclusion teachers will be in classrooms to assist students with disabilities. ELL students will have access to the ESOL teacher and tutor for additional help.

An attendance policy which addresses make up work should be included in the teachers' syllabi at the beginning of the school year.

Extended learning opportunities should be made available to students, including an online version for students who have transportation issues after school.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Training will take place so reading teachers are immersed in the new BEST standards.

Teachers will participate in a Data Day training at the start of the school year to learn how to use data to drive instruction. Data will continue to be evaluated throughout the year in grade level meetings.

Teachers will be encouraged to set goals for the students to make gains in their assessments. Teachers will receive information and lesson ideas for the Eight Keys to Excellence.

Teachers will participate in grade level and department meetings to collaborate on best practices.

Staff training will be completed on Ruby Payne's work with students in poverty, since we have a large percentage of students who are economically disadvantaged.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

1. Increase the number of students earning an AL 3 or higher on the FSA ELA and Math assessments, especially our high school students and Students With Disabilities, English Language Learners, and Economically Disadvantaged subgroups.

2. Identify and work with students who are on the Early Warning System list to increase their achievement level while decreasing the number of absences, suspensions and behavior interventions.

3. Develop a school culture in which students and teachers address the eight levels of character which will be expected in the classroom, school building and school events.
4. The school Leadership Team will meet quarterly to address school issues and plan for instruction. Administration will conduct walk-throughs to check for fidelity in implementation of Florida Standards.
5. Increase the graduation rate and lower the 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 highly effective 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 2022 State FSA assessments, the overall percentage of students achieving an AL3 or higher will increase to: ELA 40%, Mathematics 55%, Science 40%, Biology 47%, and Social Studies 66%.
Monitoring:	Progress monitoring will be completed throughout the year to determine student progress. Administration will complete walk-throughs to determine fidelity in implementing the Florida Standards and new BEST standards.
Person responsible for monitoring outcome:	Melodie Davis (melodie.davis@polk-fl.net)
Evidence-based Strategy:	<ol style="list-style-type: none"> 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. Teachers will collaborate to develop packets for parents to work with their children at home to improve reading achievement. 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:	Highly effective 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. Packets will be developed to assist parents in helping their students at home with reading achievement.

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 2021 STAR data identified our Students with Disabilities and English Language Learners as two subgroups that need additional assistance. The 2020 - 2021 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.
Monitoring:	Administration will meet with the leadership team to track the progress of students in the Early Warning System. Data from the Early Warning System will be analyzed to determine positive progress in student grades, attendance, and behaviors.
Person responsible for monitoring outcome:	Tiffany Capers (tiffany.capers@polk-fl.net)
Evidence-based Strategy:	<ol style="list-style-type: none"> 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 2021-2022 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 2021 – 2022 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 Dwight Frazier (dwight.frazier@polk-fl.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The SafeSchoolsforAlex website ranks Frostproof Middle Senior High School at a very high category for violent incidents and drug / public order incidents. The school scored very low for property incidents. The rate of suspensions per 100 students is 39.7 which is much higher than the state average of 13.5.

The focus of our school is student achievement. Inappropriate behaviors interfere with that goal, so students are counseled by administration, the student success coach, and school counselors. When students serve ISS, the deans take time to go over the student's credits, grade point average and progress in the classes. When parents are called about an incident, the student's credits and current progress is also covered. Parents are encouraged to check the Parent Portal for grades and attendance.

The administration uses many strategies to help our students including counseling, parent contacts and conferences, Dog Pounds, In School Suspension (ISS), Out of School Suspensions (OSS), and alternative placements. Students are helped academically, in addition to correcting inappropriate behaviors. During these sessions, the focus is on building character. Students are encouraged to help around the school with tasks like moving furniture and raking leaves. This helps develop a sense of pride in a job well done, as well as pride in the school.

After implementing these strategies last year, we did see the number of referrals decrease. The issue of students meddling in each other's business continued to lead to fights during our second semester.

During 2021-2022, we will be implementing the following strategies to encourage appropriate behavior and strong student achievement:

- 1. Our principal will be meeting with students by grade level at the beginning of the year to talk about expectations.**
- 2. Our school is adopting the theme "Bulldogs Building Character." The character lessons we worked on in ISS last year will now be the focus schoolwide. Teachers will start the day on Monday by covering a character activity.**
- 3. We will be instituting Saturday work details that will reduce suspensions.**
- 4. We will work with students having dress code issues by counseling more and giving them opportunity to take ownership for their action.**
- 5. Discipline started working with students in the ESE program who are frequently sent to the office. Resource teachers were working on discipline through classes and deans would help with counseling. They also implemented a program for students to do lunch detentions, instead of suspensions. A positive reinforcement system is being implemented with the students with disabilities to improve behaviors. Students will be able to earn tokens to purchase items provided by local business partners.**
- 6. The possibility of having a dean stationed in the middle school area is being explored.**

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.

Our theme for this year is, "Bulldogs Build Character." This encouraging theme will allow students to focus on developing positive character traits.

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 to 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The first group of stakeholders at Frostproof Middle Senior High School are the students. They are why we exist. Everything we do should have a direct role in fostering student achievement. Students should feel empowered to learn and succeed at our school. Students should accept the responsibility for knowing their progress in all areas and how it affects their educational plan. Our theme for 2021-22 is, "Bulldogs Build Character." This should be so pervasive at school that all students understand and implement good character traits.

The second group of stakeholders are the Parents, families, and guardians of the students. These people should feel welcome at school. Opportunities for Parents, families, and guardians to learn about our curriculum, testing, and programs should be provided. Parents, families, and guardians should take advantage of these learning opportunities to help their students at home. Research has shown that students who have additional help at home achieve at much higher rates. Parents, families, and guardians should also assume the responsibility to check on student progress through report cards and the Parent Portal.

Teachers and support staff make up another group of stakeholders. Providing rigorous, highly effective, engaging lessons will improve student achievement. Student progress should be monitored, and those not making adequate progress should be counseled. Parents should be contacted, so they are aware of the situation. Teachers and support staff should attend trainings to learn methods and strategies to implement the best practices for their subject and grade level.

The Administration makes up another group. The administration will ensure the school is run in a safe and orderly manner where lessons are taught with fidelity to the Polk County learning maps and new BEST standards. Walk throughs and campus supervision provide opportunities for administrators to assess the state of the school and interact with students and faculty. A Leadership Team will meet to review progress of students and discuss school matters.

Our last group of stakeholders are our community and business partners. Whether serving on committees, booster organizations, or volunteering, Frostproof Middle High School relies on this group of people to carry out many of our after-school activities. They also serve as role models for students, often times offering opportunities for students to give back to their communities in the form of volunteering.

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