# Polk Grad Academy

# 2021-22 Schoolwide Improvement Plan

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# Polk Grad Academy

## 910 LOWRY AVE, Lakeland, FL 33801

## [ no web address on file ]

## Demographics

### Principal: Deron Williams

Start Date for this Principal: 6/24/2018

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | High School<br>9-12 |
| **Primary Service Type**<br>(per MSID File) | Alternative Education |
| **2020-21 Title I School** | No |
| **2020-21 Economically<br>Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 100% |
| **2020-21 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | |
| **School Grades History** | 2018-19: No Grade<br><br>2017-18: No Grade<br><br>2016-17: I (%) |
| **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 was approved by the Polk County School Board on 7/30/2021.

## 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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# Polk Grad Academy

## 910 LOWRY AVE, Lakeland, FL 33801

### [ no web address on file ]

## 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 9-12 | No | % |

| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| Alternative Education | No | % |

## School Grades History

| Year | 2020-21 | 2016-17 |
|---|---|---|
| Grade | | I |

## School Board Approval

This plan was approved by the Polk County School Board on 7/30/2021.

## SIP Authority

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

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The mission of Polk GRAD Academy is to restore hope and self-worth by providing students with another opportunity to graduate on time with their cohort.

**Provide the school's vision statement.**

We envision collaborating with every high school in Polk County School District. Focusing on at-risk students who are not on track to graduate with their cohort and offer an opportunity for them to catch up. In doing so, we are restoring hope, self-worth, and faith, we are providing early interventions for at-risk students, we are helping decrease the rate of drop out students, and we are helping increase the graduation rate across the district.

### 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 |
|------|----------------|----------------------------------|
| Fletcher Young, Felicia | Assistant Principal | Oversee the daily operations of Polk GRAD Academy. Supervising staff and students. |
| Morrison, Kimberly | Instructional Coach | Provide interventions to students who have not passed FSA ELA Reading. |
| Hassell, Marsha | School Counselor | Responsible for student transcripts, overseeing and communicating regularly graduation status, provide guidance and social emotional learning. |
| | | |

### Demographic Information

**Principal start date**
Sunday 6/24/2018, Deron Williams

**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.*
0

**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.*
0

**Total number of teacher positions allocated to the school**
5

**Total number of students enrolled at the school**
37

**Identify the number of instructional staff who left the school during the 2020-21 school year.**
1

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**
1

**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 | 0 | 0 | 0 | 0 | 0 | 6 | 31 | 37 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 8 | 10 |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 6 | 7 |
| Level 1 on 2019 statewide FSA ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide FSA Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Number of students with a substantial reading deficiency | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 24 | 30 |

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 3 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**Date this data was collected or last updated**
Thursday 7/22/2021

**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 | 0 | 0 | 0 | 0 | 20 | 49 | 205 | 274 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide Math assessment | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 20 | 53 | 81 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 14 | 45 | 67 |

## 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 | 0 | 0 | 0 | 0 | 20 | 49 | 205 | 274 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on 2019 statewide Math assessment | 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 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

**The number of students identified as retainees:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 20 | 53 | 81 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 14 | 45 | 67 |

## 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 | | | | | 47% | 56% | | 46% | 56% |
| ELA Learning Gains | | | | | 46% | 51% | | 47% | 53% |
| ELA Lowest 25th Percentile | | | | | 37% | 42% | | 39% | 44% |
| Math Achievement | | | | | 43% | 51% | | 44% | 51% |
| Math Learning Gains | | | | | 45% | 48% | | 42% | 48% |
| Math Lowest 25th Percentile | | | | | 44% | 45% | | 38% | 45% |
| Science Achievement | 45% | | | | 58% | 68% | | 65% | 67% |
| Social Studies Achievement | | | | | 61% | 73% | | 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 |
| 09 | 2021 | | | | | |
| | 2019 | 0% | 45% | -45% | 55% | -55% |
| Cohort Comparison | | | | | | |
| 10 | 2021 | | | | | |
| | 2019 | 0% | 42% | -42% | 53% | -53% |
| Cohort Comparison | | 0% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |

| | | | BIOLOGY EOC | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 0% | 54% | -54% | 67% | -67% |
| | | | CIVICS EOC | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | | | | | |
| | | | HISTORY EOC | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 0% | 57% | -57% | 70% | -70% |
| | | | ALGEBRA EOC | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 0% | 50% | -50% | 61% | -61% |
| | | | GEOMETRY EOC | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2021 | | | | | |
| 2019 | 0% | 53% | -53% | 57% | -57% |

## Grade Level Data Review - Progress Monitoring Assessments

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

No data was able due to ESSA

| Grade 9 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 10 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students | | | |
| | Economically Disadvantaged | | | |
| | Students With Disabilities | | | |
| | English Language Learners | | | |

| Grade 11 | | | | |
|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring |
| | All Students Economically Disadvantaged Students With Disabilities English Language Learners | | | |

| Grade 12 | | | | | |
|---|---|---|---|---|---|
| English Language Arts | Number/% Proficiency | Fall | Winter | Spring | |
| | All Students | | | | |
| | Economically Disadvantaged | | | | |
| | Students With Disabilities | | | | |
| | English Language Learners | | | | |
| Mathematics | Number/% Proficiency | Fall | Winter | Spring | |
| | All Students | | | | |
| | Economically Disadvantaged | | | | |
| | Students With Disabilities | | | | |
| | English Language Learners | | | | |
| Biology | Number/% Proficiency | Fall | Winter | Spring | |
| | All Students | | | | |
| | Economically Disadvantaged | | | | |
| | Students With Disabilities | | | | |
| | English Language Learners | | | | |
| US History | Number/% Proficiency | Fall | Winter | Spring | |
| | All Students | | | | |
| | Economically Disadvantaged | | | | |
| | Students With Disabilities | | | | |
| | English Language Learners | | | | |

## 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 | | | | | | | | | | 69 | |
| ELL | | | | | | | | | | 29 | 9 |
| BLK | | | | | | | | | | 47 | 17 |
| HSP | | | | | | | | | | 38 | 14 |
| WHT | | | | | | | | | | 44 | 14 |

| 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 |
| FRL | | | | | | | | | | 40 | 20 |
| 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 |
| 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 |

## 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 | 26 |
| OVERALL Federal Index Below 41% All Students | YES |
| Total Number of Subgroups Missing the Target | 5 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 105 |
| Total Components for the Federal Index | 4 |
| Percent Tested | 19% |
| **Subgroup Data** | |
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 69 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| **English Language Learners** | |
| Federal Index - English Language Learners | 19 |
| English Language Learners Subgroup Below 41% in the Current Year? | YES |
| 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 |

| Native American Students | |
|---|---|
| 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 | 32 |
| 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 | 26 |
| Hispanic Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |

| Multiracial Students | |
|---|---|
| Federal Index - Multiracial Students | |
| Multiracial Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |

| Pacific Islander Students | |
|---|---|
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |

| White Students | |
|---|---|
| Federal Index - White Students | 29 |
| White Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years White Students Subgroup Below 32% | |

| Economically Disadvantaged Students | |
|---|---|
| Federal Index - Economically Disadvantaged Students | 30 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | YES |
| 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?**

Our data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

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

Our data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

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

Our data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

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

Our data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

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

Our data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

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

Our data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.ed d

**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.**

Our data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

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

Our data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

## Part III: Planning for Improvement

**Areas of Focus:**

| #1. Instructional Practice specifically relating to Graduation | |
|---|---|
| **Area of Focus Description and Rationale:** | Students enrolled at Polk GRAD were determined at-risk of not graduating with their cohort by their home school. Although credit deficieny is one focus the state required assessments for graduation is the targeted focus. |
| **Measurable Outcome:** | 75% of students enrolled in a timely manner will graduate on time or before their cohort by completing the graduation requirements via acceleration. |
| **Monitoring:** | Students will be monitored at interim and quarterly on their progress of course completions and credit recovery. While receivng intense one on one test prep and remedial interventions for state required assessments for graduation. |
| **Person responsible for monitoring outcome:** | Felicia Fletcher Young (felicia.fletcher@polk-fl.net) |
| **Evidence-based Strategy:** | Progress monitoring, practice testing, goal setting, and course pacing will be implemented to improve scores |
| **Rationale for Evidence-based Strategy:** | Educational gaps have interfered with students passing both the FSA ELA and Math. The learning gaps will be further widened due to COVID-19 this year. These strategies will allow us to determine where the students are, derive a plan and make necessary adjustments. |

## Action Steps to Implement

1. Collaborate with area high schools to review their graduation requirement report and send applications in early to allow time for us to work with them.
2. Have School Counselors partner with School Counselors to offer assistance in referrals
3. Ensure students are scheduled for and attending test preps sessions for SAT & ACT, FSA
4. Staff PLCs on MTSS implementation
5. Ensure studnets are scheduled properly with courses needed to graduate
6. Adjust student graduation diploma options as needed to elp meet graduation goal.

| | |
|---|---|
| **Person Responsible** | Felicia Fletcher Young (felicia.fletcher@polk-fl.net) |

| #2. Culture & Environment specifically relating to Social Emotional Learning | |
|---|---|
| Area of Focus Description and Rationale: | Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011). <br> Not graduating is very sensitive matter and can be detrimental. Being behind and knowing you are not on track to graduate is discouraging and causes students to lose hope and become disinterested in school. Addressing the whole student provides an opportunity to revive students goals and dreams while helping them achieve a standard high school diploma. |
| Measurable Outcome: | All students and parents will complete an SEL survey to determine needs. At least 60% of the student body will participate in monthly SEL activities facilitated by the School Counselor. |
| Monitoring: | The School Counselor will follow up with students after monthly SEL activity. An AAR will be generated monthly for effectiveness and needs of improvement. |
| Person responsible for monitoring outcome: | Marsha Hassell (marsha.hassell@polk-fl.net) |
| Evidence-based Strategy: | "School is one of the primary places where students learn social and emotional skills. An effective SEL program should incorporate four elements represented by the acronym SAFE" (Durlak et al., 2010, 2011): <br><br> 1. Sequenced: connected and coordinated sets of activities to foster skills development <br> 2. Active: active forms of learning to help students master new skills <br> 3. Focused: emphasis on developing personal and social skills <br> 4. Explicit: targeting specific social and emotional skills |
| Rationale for Evidence-based Strategy: | We only have our seniors for a short period of time. When they graduate they will beentering the world of adulthood. Being able to provide SEL that will help them make positive lifelong decisions is essential. <br><br> "In the long run, greater social and emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive family and work relationships, better mental health, reduced criminal behavior, and engaged citizenship (e.g., Hawkins, Kosterman, Catalano, Hill, & Abbott, 2008; Jones, Greenberg, & Crowley, 2015)". |

## Action Steps to Implement

1. Survey students and parents for areas of needs and focus
2. Plan monthly activities based on the survey
3. Make connections with someone who can support or assist in the monthly focus activity
4. Gather literature and resources for the various activities
5. Find videos to share
6. Determine meeting space (Virtual or face to face)
7. After each meeting do an AAR (After Action Report)
8. Provide incentives for participation

| Person Responsible | Marsha Hassell (marsha.hassell@polk-fl.net) |
|---|---|

| #3. Instructional Practice specifically relating to ELA | |
|---|---|
| **Area of Focus Description and Rationale:** | Students enrolled with PGA from their zone schools come in needing to meet FSA requirements. Educational gaps have interfered with students passing both the FSA ELA and Math. The learning gaps was further widened due to COVID-19 this year and last year. 64% of our enrollment has not passed the FSA ELA or MATH |
| **Measurable Outcome:** | By the end of the SY-2022 the number of studnets passing the FSA ELA & Math aseessment will increase by 10% as evidenced by test scores. |
| **Monitoring:** | Progress monitoring, practice testing, goal setting, and course pacing will be implemented to improve scores. |
| **Person responsible for monitoring outcome:** | Kimberly Morrison (kimberly.morrison@polk-fl.net) |
| **Evidence-based Strategy:** | Progress monitoring, practice testing, goal setting, and course pacing will be implemented to improve scores. |
| **Rationale for Evidence-based Strategy:** | These strategies will allow us to determine where the students are, derive a plan and make necessary adjustments |

### Action Steps to Implement

Progress monitoring
Practice Testing
Additional one on one tutoring with LRC
Practice ACT & SAT test prep
Use additional resources to focus on students areas of needs

| **Person Responsible** | Kimberly Morrison (kimberly.morrison@polk-fl.net) |
|---|---|

### Additional Schoolwide Improvement Priorities

Using the 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.

**N/A**

## 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.**

Polk GRAD Academy request buy-in and parent support before enrollment. We build trust and hope by providing both the parent and student with a plan to help get their student on track for graduation. We focus on being a village for each student enrolled. Communication is essential and we use various forms to keep in touch with our families and stake holders. We are implementing school newletter this year with tips on how to help your student be successful.
School will work towards establishing a SAC committee this upcoming school year.

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

Staff members, teachers, paras creating weekly shout outs to students making adequate progress towards course completions, testing requirements, and satisfactory attendance weekly.

## Part V: Budget

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

| 1 | III.A. | Areas of Focus: Instructional Practice: Graduation | | | | $0.00 |
|---|--------|----------------------------------------------------|---|---|---|-------|
| 2 | III.A. | Areas of Focus: Culture & Environment: Social Emotional Learning | | | | $0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | | 0917 - Polk Grad Academy | | | $0.00 |
| | | | Notes: Budget needed | | | |
| 3 | III.A. | Areas of Focus: Instructional Practice: ELA | | | | $10,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2021-22 |
| | | | 0917 - Polk Grad Academy | | | $10,000.00 |
| | | | Notes: Budget needed | | | |
| | | | | | Total: | $10,000.00 |