

Polk County Public Schools

Fort Meade Middle/Senior High School



2021-22 Schoolwide Improvement Plan

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Fort Meade Middle/Senior High School

700 EDGEWOOD DR N, Fort Meade, FL 33841

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

Demographics

Principal: Matthew Blankenship

Start Date for this Principal: 7/24/2021

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: C (50%) 2017-18: B (56%) 2016-17: C (44%)
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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700 EDGEWOOD DR N, Fort Meade, FL 33841

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

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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

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

School Board Approval

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Fort Meade Middle Senior High is to promote academic and social success for all students.

Provide the school's vision statement.

The vision of Fort Meade Middle Senior High is to prepare students for college and career success.

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
Hardee, Amy	Principal	<p>All members of the leadership team share in the decision making process as it pertains to the safety of the students and staff of the school, evaluating the effectiveness of the instructional program, and identifying the academic and social/emotional needs of the students. In addition, a distributed leadership approach is used whereby all administrators are assigned an academic area of focus to monitor, support, and coach. This administrative team meets weekly to share feedback related to instructional observations and student progress. The leadership team are also active members of instructional PLC's.</p> <p>Under the distributive leadership approach, Ms. Hardee, principal, oversees and monitors all aspects of the school's operations by assigning specific areas to the leadership team members. She assumes the direct responsibility for community/school relations, payroll/finances, employee relations for all administrators and staff, athletics, school safety, and the implementation of all district and school initiatives.</p>
Browning, Michelle	Assistant Principal	<p>All members of the leadership team share in the decision making process as it pertains to the safety of the students and staff of the school, evaluating the effectiveness of the instructional program, and identifying the academic and social/emotional needs of the students. In addition, a distributed leadership approach is used whereby all administrators are assigned an academic area of focus to monitor, support, and coach. This administrative team meets weekly to share feedback related to instructional observations and student progress. The leadership team are also active members of instructional PLC's.</p> <p>Mrs. Browning, assistant principal of curriculum, oversees the master schedule and student scheduling, student grades and academics, textbooks, assessment schedule, and school advisory council meetings.</p>
Dent, Jason	Assistant Principal	<p>All members of the leadership team share in the decision making process as it pertains to the safety of the students and staff of the school, evaluating the effectiveness of the instructional program, and identifying the academic and social/emotional needs of the students. In addition, a distributed leadership approach is used whereby all administrators are assigned an academic area of focus to monitor, support, and coach. This administrative team meets weekly to share feedback related to instructional observations and student progress. The leadership team are also active members of instructional PLC's.</p> <p>Mr. Dent, Assistant Principal of Administration, maintains the operations of the school building, oversees student discipline and supervision, oversees transportation services, and creates and disseminates safety protocols.</p>

Name	Position Title	Job Duties and Responsibilities
Lambert, Seth	Assistant Principal	<p>All members of the leadership team share in the decision making process as it pertains to the safety of the students and staff of the school, evaluating the effectiveness of the instructional program, and identifying the academic and social/emotional needs of the students. In addition, a distributed leadership approach is used whereby all administrators are assigned an academic area of focus to monitor, support, and coach. This administrative team meets weekly to share feedback related to instructional observations and student progress. The leadership team are also active members of instructional PLC's.</p> <p>Mr. Lambert, assistant principal, directly oversees the career academy programs, title one budget and tasks, student attendance, and school volunteers.</p>
Cornelius, Jemalle	Dean	<p>All members of the leadership team share in the decision making process as it pertains to the safety of the students and staff of the school, evaluating the effectiveness of the instructional program, and identifying the academic and social/emotional needs of the students. In addition, a distributed leadership approach is used whereby all administrators are assigned an academic area of focus to monitor, support, and coach. This administrative team meets weekly to share feedback related to instructional observations and student progress. The leadership team are also active members of instructional PLC's.</p> <p>Mr. Cornelius, dean of students, handles all student discipline and creates student supervision schedules.</p>
Myers, Cynthia	Instructional Coach	<p>All members of the leadership team share in the decision making process as it pertains to the safety of the students and staff of the school, evaluating the effectiveness of the instructional program, and identifying the academic and social/emotional needs of the students. In addition, a distributed leadership approach is used whereby all administrators are assigned an academic area of focus to monitor, support, and coach. This administrative team meets weekly to share feedback related to instructional observations and student progress. The leadership team are also active members of instructional PLC's.</p> <p>Mrs. Myers, math coach, facilitates PLCs, staff development, and collaborative planning. She is also responsible for mentoring teachers within the PEC program.</p>

Name	Position Title	Job Duties and Responsibilities
Cannon, Susan	Instructional Coach	<p>All members of the leadership team share in the decision making process as it pertains to the safety of the students and staff of the school, evaluating the effectiveness of the instructional program, and identifying the academic and social/emotional needs of the students. In addition, a distributed leadership approach is used whereby all administrators are assigned an academic area of focus to monitor, support, and coach. This administrative team meets weekly to share feedback related to instructional observations and student progress. The leadership team are also active members of instructional PLC's.</p> <p>Mrs. Cannon, reading coach, facilitates PLCs, staff development, and collaborative planning. She is also responsible for mentoring teachers within the PEC program.</p>

Demographic Information

Principal start date

Saturday 7/24/2021, Matthew Blankenship

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.*

1

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.*

13

Total number of teacher positions allocated to the school

54

Total number of students enrolled at the school

780

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

12

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

13

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	124	120	115	117	125	72	98	771	
Attendance below 90 percent	0	0	0	0	0	0	24	35	18	27	20	15	16	155	
One or more suspensions	0	0	0	0	0	0	34	40	29	16	29	8	3	159	
Course failure in ELA	0	0	0	0	0	0	12	36	17	3	20	15	1	104	
Course failure in Math	0	0	0	0	0	0	15	15	12	17	24	17	6	106	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	34	34	24	34	38	24	19	207	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	30	29	27	23	24	10	10	153	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	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	41	47	39	34	50	26	13	250

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	5	2	3	1	1	1	13	
Students retained two or more times	0	0	0	0	0	0	0	3	5	6	14	12	9	49	

Date this data was collected or last updated

Monday 6/28/2021

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	128	119	132	130	104	94	84	791	
Attendance below 90 percent	0	0	0	0	0	0	14	11	14	8	12	11	17	87	
One or more suspensions	0	0	0	0	0	0	19	13	11	18	5	6	6	78	
Course failure in ELA	0	0	0	0	0	0	3	10	5	3	2	4	0	27	
Course failure in Math	0	0	0	0	0	0	4	9	3	1	5	2	0	24	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	51	32	34	32	24	11	3	187	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	32	35	18	10	12	28	6	141	

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	47	44	44	44	26	23	16	244

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	2	9	8	2	2	1	2	26
Students retained two or more times	0	0	0	0	0	0	1	2	2	13	14	8	8	48

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	128	119	132	130	104	94	84	791
Attendance below 90 percent	0	0	0	0	0	0	14	11	14	8	12	11	17	87
One or more suspensions	0	0	0	0	0	0	19	13	11	18	5	6	6	78
Course failure in ELA	0	0	0	0	0	0	3	10	5	3	2	4	0	27
Course failure in Math	0	0	0	0	0	0	4	9	3	1	5	2	0	24
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	51	32	34	32	24	11	3	187
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	32	35	18	10	12	28	6	141

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	47	44	44	44	26	23	16	244

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	2	9	8	2	2	1	2	26
Students retained two or more times	0	0	0	0	0	0	1	2	2	13	14	8	8	48

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				42%	47%	56%	43%	46%	56%
ELA Learning Gains				46%	46%	51%	48%	47%	53%
ELA Lowest 25th Percentile				39%	37%	42%	37%	39%	44%
Math Achievement				46%	43%	51%	49%	44%	51%
Math Learning Gains				45%	45%	48%	62%	42%	48%
Math Lowest 25th Percentile				49%	44%	45%	61%	38%	45%
Science Achievement				37%	58%	68%	51%	65%	67%
Social Studies Achievement				59%	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	38%	48%	-10%	54%	-16%
Cohort Comparison						
07	2021					
	2019	38%	42%	-4%	52%	-14%
Cohort Comparison		-38%				
08	2021					
	2019	41%	48%	-7%	56%	-15%
Cohort Comparison		-38%				
09	2021					
	2019	42%	45%	-3%	55%	-13%
Cohort Comparison		-41%				
10	2021					
	2019	41%	42%	-1%	53%	-12%
Cohort Comparison		-42%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	40%	47%	-7%	55%	-15%
Cohort Comparison						
07	2021					
	2019	59%	39%	20%	54%	5%
Cohort Comparison		-40%				
08	2021					
	2019	41%	35%	6%	46%	-5%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	29%	41%	-12%	48%	-19%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	51%	54%	-3%	67%	-16%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	70%	-8%	71%	-9%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	52%	57%	-5%	70%	-18%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	39%	50%	-11%	61%	-22%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	59%	53%	6%	57%	2%

Grade Level Data Review - Progress Monitoring Assessments

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

District quarterly assessments science and social studies
 Star Reading - Grades 6-12 intensive reading
 Star Math - Grades 6-8 math middle school math
 Star Enterprise for Geometry and Algebra

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	37	31
	Economically Disadvantaged	36	32	25
	Students With Disabilities			4
	English Language Learners	19	17	21
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	48	46	27
	Economically Disadvantaged	51	41	24
	Students With Disabilities	15	23	8
	English Language Learners	39	34	20
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	35	37
	Economically Disadvantaged	29	28	29
	Students With Disabilities		5	5
	English Language Learners	21	19	19
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43	53	48
	Economically Disadvantaged	39	43	38
	Students With Disabilities	13	21	15
	English Language Learners	39	41	40
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	60	39	56
	Economically Disadvantaged	44	32	47
	Students With Disabilities	33	11	29
	English Language Learners	57	44	53

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	41	41
	Economically Disadvantaged	32	34	33
	Students With Disabilities			10
	English Language Learners	14	12	14
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	34	58	56
	Economically Disadvantaged	26	49	47
	Students With Disabilities	11	22	10
	English Language Learners	33	50	56
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	48	25	27
	Economically Disadvantaged	48	20	24
	Students With Disabilities	10	5	4
	English Language Learners	49	28	27

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	28	30	36
	Economically Disadvantaged	25	29	32
	Students With Disabilities	19	25	29
	English Language Learners	10	10	13
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	100	35	35
	Economically Disadvantaged	100	31	33
	Students With Disabilities		13	20
	English Language Learners		35	43
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	59	33	34
	Economically Disadvantaged	56	34	32
	Students With Disabilities	46		13
	English Language Learners	54	33	36
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	37	48
	Economically Disadvantaged	38	29	39
	Students With Disabilities	22	22	20
	English Language Learners	46	42	50

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16	23	28
	Economically Disadvantaged	15	27	27
	Students With Disabilities	6	7	20
	English Language Learners	6	6	6
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	91	13	13
	Economically Disadvantaged	86	12	8
	Students With Disabilities		33	20
	English Language Learners	100	14	14
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	59	33	34
	Economically Disadvantaged	56	34	32
	Students With Disabilities	46		13
	English Language Learners	54	33	36
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	37	38
	Economically Disadvantaged	38	29	39
	Students With Disabilities	22	22	20
	English Language Learners	46	42	50

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	17	16	23
	Economically Disadvantaged	18	11	20
	Students With Disabilities			
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	10	5
	Economically Disadvantaged		9	
	Students With Disabilities		20	
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	59	33	34
	Economically Disadvantaged	56	34	32
	Students With Disabilities	46		13
	English Language Learners	54	33	36
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	37	38
	Economically Disadvantaged	38	29	39
	Students With Disabilities	22	22	20
	English Language Learners	46	42	50

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	50	12.5	0
	Economically Disadvantaged	60	16.6	0
	Students With Disabilities	0		
	English Language Learners		0	
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	100	0	0
	Economically Disadvantaged	100		
	Students With Disabilities		0	0
	English Language Learners			
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	59	33	34
	Economically Disadvantaged	56	34	32
	Students With Disabilities	46		13
	English Language Learners	54	33	36
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	42	37	48
	Economically Disadvantaged	38	29	39
	Students With Disabilities	22	22	20
	English Language Learners	46	42	50

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	15	26	27	16	24	36	22	22			
ELL	27	35	24	27	27	30	13	50			
BLK	34	38	20	26	32	26	14	19		100	38
HSP	39	41	30	33	34	36	35	56	50	100	63
WHT	50	47	36	48	38	48	49	63	57	94	67

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	38	41	28	32	33	35	36	49	46	97	50
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	22	37	29	25	48	51	17	41		93	15
ELL	16	37	38	41	46	52	12	46	23	93	38
BLK	29	45	43	28	31	27	14	46		100	25
HSP	42	48	38	46	45	49	38	59	42	97	48
WHT	47	44	36	53	50	57	45	65	48	100	55
FRL	37	45	37	45	47	48	32	59	40	98	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	15	26	24	21	44	47	18				
ELL	22	39	38	32	57	65	19	33		91	20
BLK	34	42	24	36	56	68	33	44		85	29
HSP	40	49	41	49	62	62	41	72	72	82	55
WHT	49	49	37	53	63	54	64	72	50	90	57
FRL	38	47	38	45	60	60	46	63	61	82	50

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	47
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	33
Total Points Earned for the Federal Index	558
Total Components for the Federal Index	12
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	30
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
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	35
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	
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	54
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	43
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?

6th grade math, reading, and science scores steadily declined as the year progressed. 7th and 8th grade reading steadily increased or remained the same. 7th and 8th grade math increased from quarter 1 to quarter 2 with only a slight drop during quarter Social Sciences (Civics, M/J US History, and US History) dipped during quarter 2. Civics and US History increased from quarter 2 to quarter 3.

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

Geometry and Biology data reveal a significant decline in proficiency from 2019 state assessments to quarter 3 progress monitoring.

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

The lack of cooperative learning activities with built in student accountable talk greatly impeded student progress in Geometry and Biology. In addition, the inability to conduct hands on labs in Biology may have hindered student achievement. Teachers will be provided with Day 2 of Kagan training at the beginning of the year and required to implement cooperative instructional strategies into daily lessons. Hopefully, Biology students will be able to participate in hands on lab activities next year as well.

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

According to the progress monitoring data, students in 8th grade science performed better on the quarterly progress monitoring assessments than on the State Science Assessment in 2019.

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

Contributing factors leading to this improvement include a change of teacher as well as newly adopted course codes/curriculum scope and sequence for middle school science.

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

Teachers will need to return to best practices learned through LSI and implement cooperative learning structures into daily lessons.

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.

Instructional coaches and administrators will provide a review of LSI best practices at the onset of the year.

A modified Kagan Day 1 will be provided to all new teachers at the beginning of the year by instructional coaches.

All teachers will participate in Kagan Day 2 training in September.

All teachers will participate in a book study of Seven Simple Secrets, What the Best Teachers Know and Do, by Annette Breaux and Todd Whitaker.

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

Administrators, instructional coaches, and teachers will resume weekly content area/grade level PLCs to review and discuss standards and instructional practices.

Administrators, instructional coaches, and teachers will resume monthly HGI meetings to review and discuss student performance data.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:	Teachers will provide a student-centered learning environment focused on standards-based instruction whereby all students are actively engaged in the learning process and assume responsibility for their own learning. Data collected through multiple classroom observations by administration throughout the 2020-2021 school year revealed low student engagement. In addition, quarterly progress monitoring revealed minimal to no progress in most assessed academic areas.
Measurable Outcome:	<p>By spring of 2022, the number of 8th graders scoring at or above proficiency on the State Science Assessment will meet/exceed the state average (45% as of 2021).</p> <p>By spring of 2022, the number of students scoring at or above proficiency on the Biology EOC will meet/exceed the state average (61% as of 2021).</p> <p>By spring of 2022, the number of students scoring at or above proficiency on the Algebra 1 EOC will meet/exceed the state average (49% as of 2021).</p> <p>By spring of 2022, the number of students scoring at or above proficiency on the US History EOC will meet/exceed the state average (63% as of 2021).</p> <p>By spring of 2022, the number of students scoring at or above proficiency on the Geometry EOC will meet/exceed the state average (45% as of 2021.)</p> <p>By the spring of 2022, at least 41% of black students and students with disabilities will demonstrate proficiency on all state assessments.</p>
Monitoring:	Implementation of effective instructional practices such as LSI and Kagan will be monitored through regular classroom observations. Student progress will be monitored through daily checks for understanding, monthly HGI meetings of student grades and quarterly assessments.
Person responsible for monitoring outcome:	Amy Hardee (amy.hardee@polk-fl.net)
Evidence-based Strategy:	Effective practices within the LSI framework coupled with Kagan Cooperative Learning strategies will be implemented into all content areas to promote active, student centered classrooms. Teachers will be required to develop and post daily learning targets and success criteria aligned with state standards. Success criteria will be utilized by the teacher and students to monitor progression of learning and provide immediate interventions as needed. In addition, teachers will implement Kagan structures within daily lessons to actively engage students in the learning process and promote individual student accountability.
Rationale for Evidence-based Strategy:	Learning Sciences International integrates key components for successful teaching/learning: standards-based planning, criteria for success, instruction, conditions of learning, and collaboration. In addition, Kagan Cooperative Learning endorses highly engaging learning structures which promote positive interdependence, individual accountability, equal participation, and simultaneous interaction. Combining these research-based systems will enhance teaching and learning at our school and facilitate student centered classrooms where there is shared responsibility between the teacher and students. Students will have clearly defined roles and learning targets and be able to track their own progress toward the learning target using established success criteria.

Action Steps to Implement

Teachers will participate in weekly collaborative planning with school based coaches (and district based when available) to focus on unpacking standards, curriculum pacing, researching and aligning curriculum resources, and creating student tasks and instructional strategies aligned to the depth of the standards.

Person Responsible Amy Hardee (amy.hardee@polk-fl.net)

Provide common planning for 6th and 7th grade teachers as well as 8th - 12th grade content area teachers.

Person Responsible Michelle Browning (michelle.browning@polk-fl.net)

Teachers will create and post daily learning targets and success criteria to be actively used by the teacher and students to monitor learning.

Person Responsible Amy Hardee (amy.hardee@polk-fl.net)

Teachers will provide frequent checks for understanding and create small group remediation based upon formative assessment data aligned with priority benchmarks.

Person Responsible Michelle Browning (michelle.browning@polk-fl.net)

Teachers and administration will participate in monthly How Goes It (HGI) Academic Data Reviews to discuss student progress and modify supports as needed.

Person Responsible Michelle Browning (michelle.browning@polk-fl.net)

Teachers and administrators will monitor ESSA subgroups, specifically, students with disabilities and black students, to determine level of progress after each quarterly assessment and assign Behavioral Interventionist/ mentors/tutors as needed.

Person Responsible Jason Dent (jason.dent@polk-fl.net)

Provide substitute teachers for teachers after each district quarterly assessment for the purpose of analyzing data and aligning the instructional program through collaborative planning. Substitute teachers will be funded through Title One.

Person Responsible Seth Lambert (seth.lambert@polk-fl.net)

Provide credit recovery and after school tutoring for identified students. Teacher stipends funded through SAI and Title One funds.

Person Responsible Michelle Browning (michelle.browning@polk-fl.net)

Provide Kagan Day 2 training to all teachers to enhance student engagement. Kagan training funded through Title One.

Person Responsible Amy Hardee (amy.hardee@polk-fl.net)

Provide professional development related to specific content area needs.

Person Responsible Susan Cannon (susan.cannon@polk-fl.net)

Purchase Gateway Civics resource book for 8th grade students to enhance reading and writing in the Civics classroom. Textbooks funded through Title One.

Person Responsible Seth Lambert (seth.lambert@polk-fl.net)

Purchase additional classroom libraries and magazine subscriptions funds to provide students with multiple opportunities to interact with grade level text. Classroom supplies, subscriptions, and books funded through Title One.

Person Responsible Seth Lambert (seth.lambert@polk-fl.net)

Hold Parent and Family Engagement workshops to discuss curriculum, state assessments, college and career planning, and introduce parents to online resources. Teacher stipends and materials funded through Title One.

Person Responsible Seth Lambert (seth.lambert@polk-fl.net)

Purchase laptops, iPads, and iPad cases for use in classrooms for students to access online resources. Funds provided through Title One.

Person Responsible Seth Lambert (seth.lambert@polk-fl.net)

#2. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: Data analysis reveals a need to concentrate on increasing acceleration points at the middle and high school levels. According to the 2021 School Grade data, 52% of eligible middle school students successfully earned an acceleration point and 61% of high school seniors earned an acceleration point upon graduation.

Measurable Outcome: In the spring of 2022, at least 70% of all eligible middle school students will successfully earn an acceleration point by evidencing a passing score on the Algebra 1 EOC, Geometry EOC, or industry certification exam.

Upon graduation, at least 70% of all graduating seniors will have earned an acceleration point through successful participation in one or more dual enrollment courses or earning a passing score on an AP exam or industry certification exam.

Monitoring: Student participation/placement in accelerated programs will be monitored by guidance counselors and the administrative team at the onset of each school year as well as through monthly HGI meetings.

Person responsible for monitoring outcome: Michelle Browning (michelle.browning@polk-fl.net)

Evidence-based Strategy: This area of Focus is aligned with the research and strategies identified in "Using Equity Audits in the Classroom to Reach and Teach all Students" (McKenzie and Skrla, 2011). Based upon this premise, we will strive to examine our programs and ensure all students are afforded equitable acceleration opportunities.

Rationale for Evidence-based Strategy: As a school with a large economically, disadvantaged student population, we constantly battle low student motivation and expectations. We continually seek strategies and incentives which will motivate students to not only succeed, but to excel in their academic endeavors. As a result, we will utilize the resources outlined in the book (see above) to ensure all students from all subgroups are afforded equitable acceleration opportunities.

Action Steps to Implement

At the middle school level, consider placement in Algebra 1 or higher-level math course for all 8th grade students scoring a level 3 or higher on the 2021 FSA Math/EOC assessment.

Person Responsible Michelle Browning (michelle.browning@polk-fl.net)

Guidance counselors will track high school students earning acceleration points and encourage all high school students to participate in dual enrollment, Advanced Placement, and Industry Certification courses throughout their high school career.

Person Responsible Michelle Browning (michelle.browning@polk-fl.net)

Seek assistance from Workforce Education and high schools with high passing rates to increase passing rates on Industry Certification exams.

Person Responsible Seth Lambert (seth.lambert@polk-fl.net)

College tours (virtual or in-person) will be scheduled for all freshmen as a means of exposure to higher educational opportunities and promotion of a focus on Advanced Placement, Dual Enrollment, and/or Industry Certification courses.

Person Responsible Michelle Browning (michelle.browning@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.

Based on the data from SafeSchoolsforAlex, the primary area of concern at Fort Meade Middle Senior High School is fighting and the secondary area of concerns relates to drug/tobacco usage. To mitigate incidents involving fighting, we plan to utilize a more in depth transition program throughout the school day while also positioning staff in identified “hot spots” on campus during transitions. The crime prevention specialists designated by the PCSO will also be asked to provide presentations to our students regarding drug awareness including vaping throughout the school year in the hopes of declining incidents involving drugs or tobacco.

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.

The School-based Leadership Team meets weekly to review school-wide, grade level, and teacher data focusing on improving student achievement outcomes with evidence based interventions implemented with fidelity and frequent progress monitoring. Instructional coaches and assigned administrators meet with content area teacher on a weekly basis to facilitate collaborative planning, discuss progress toward school initiatives, and/or participate in professional development. District coaches and curriculum specialists are an integral part of our school improvement process and are encouraged to attend our weekly meetings. In addition, the SBLT meets with all teachers on a monthly basis to review and discuss student progress and modify supports as needed.

All new teachers are provided additional support through the PEC program and mentorship. Instructional coaches are assigned as mentors for all new teachers and help guide them through their first year. Furthermore, Fort Meade Middle Senior High School has applied for a Teacher Ambassador stipend through Title One to provide additional support and guidance to all new teachers.

Parents meeting for incoming 6th graders, high school students, and migrant families are sponsored

throughout the year to provide students and parents with information as well as to seek feedback and input regarding Fort Meade Middle Senior High School programs and expectations.

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

Parents, students, community leaders, and district staff participate on the School Advisory Council and meet monthly to discuss school and community issues/concerns, review progress monitoring data, and/or plan for school improvement. Community business leaders also serve as advisory board members for select career academies.

Local business partners, community leaders, and college representatives help to facilitate college and career awareness by participating in annual collegiate and career fairs, college tours freshmen, and round robin career sessions.

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: Culture & Environment: Equity & Diversity	\$0.00
Total:			\$0.00