Frostproof Middle/Senior High

2022-23 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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (48%) 2018-19: B (54%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 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	59%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	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.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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 Reading teachers.
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 elective teachers.
Capers, Tiffany	Assistant Principal	The Assistant Principal II - Head of Programs will be able to provide additional staff to assist with the evaluative walkthroughs 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 science department and of the specific academies.

Name	Position Title	Job Duties and Responsibilities
Mobley, Tiffany	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.
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.
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.
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. 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.
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 staffing meetings 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,

Name	Position Title	Job Duties and Responsibilities
		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.
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.
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.
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.

Name	Position Title	Job Duties and Responsibilities
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.
Hayes, Tammi	Teacher, K-12	Teacher / Leader: Provides direction and information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, and collaborate with other staff to implement Tier 2 interventions.
Emery, Dean	Teacher, K-12	Teacher / Leader: Provides direction and information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, and collaborate with other staff to implement Tier 2 interventions.
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.
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.
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

Name	Position Title	Job Duties and Responsibilities
		collaborate with other staff to implement Tier 2 interventions.
Thornton, Felecia	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.

Demographic Information

Principal start date
Monday 1/2/2012, W. Kyle Windham

Number of teachers with a 2022 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 2022 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.*
21

Total number of teacher positions allocated to the school
73

Total number of students enrolled at the school
1,078

Identify the number of instructional staff who left the school during the 2021-22 school year.
8

Identify the number of instructional staff who joined the school during the 2022-23 school year.
8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	152	150	165	172	161	151	127	1078
Attendance below 90 percent	0	0	0	0	0	0	52	54	70	53	59	43	76	407
One or more suspensions	0	0	0	0	0	0	65	58	56	46	38	29	24	316
Course failure in ELA	0	0	0	0	0	0	24	15	57	33	20	25	15	189
Course failure in Math	0	0	0	0	0	0	16	24	20	30	26	36	6	158
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	51	56	66	53	54	55	29	364
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	63	65	49	40	35	32	24	308
Number of students with a substantial reading deficiency	0	0	0	0	0	0	56	65	75	60	58	50	27	391

Using the table above, complete the table below with the number of students by current grade level who have 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	70	75	78	59	65	58	47	452

Using current year data, complete the table below with the number of students identified as being "retained.":

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	5	3	8	19	20	11	7	73
Students retained two or more times	0	0	0	0	0	0	3	2	4	11	9	15	8	52

Date this data was collected or last updated

Thursday 6/23/2022

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	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	

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	1	4	2	9	15	12	8	51

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	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	

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	1	4	2	9	15	12	8	51

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	37%	41%	51%				39%	47%	56%
ELA Learning Gains	44%						47%	46%	51%
ELA Lowest 25th Percentile	40%						42%	37%	42%
Math Achievement	35%	35%	38%				52%	43%	51%
Math Learning Gains	48%						64%	45%	48%
Math Lowest 25th Percentile	44%						60%	44%	45%
Science Achievement	40%	26%	40%				37%	58%	68%
Social Studies Achievement	55%	39%	48%				61%	61%	73%

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	2022					
	2019	39%	48%	-9%	54%	-15%
Cohort Comparison						
07	2022					
	2019	33%	42%	-9%	52%	-19%
Cohort Comparison		-39%				
08	2022					
	2019	40%	48%	-8%	56%	-16%
Cohort Comparison		-33%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	49%	47%	2%	55%	-6%
Cohort Comparison						
07	2022					
	2019	52%	39%	13%	54%	-2%
Cohort Comparison		-49%				
08	2022					
	2019	41%	35%	6%	46%	-5%
Cohort Comparison		-52%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	32%	41%	-9%	48%	-16%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	43%	54%	-11%	67%	-24%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	70%	-6%	71%	-7%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	56%	57%	-1%	70%	-14%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	54%	50%	4%	61%	-7%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	53%	16%	57%	12%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	17	37	36	14	37	41	25	25		71	20
ELL	16	36	43	23	43	50	9	34			
BLK	22	42	37	26	44	43	22	33		91	29
HSP	35	46	39	36	48	42	39	58	58	93	46
MUL	47	40		40	46						
WHT	42	44	45	38	50	47	47	59	53	88	51
FRL	28	40	39	28	44	45	31	46	39	89	40
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									
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	46
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	21
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	12
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	41
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

School grade categories increased from 20-21 to 21-22 in: English / Reading from 34% to 37%; Math 33% to 35%, and Social Studies 53% to 55%. Science: Maintained a 40% passage rate. Our middle school acceleration fell from 62% to 56%. Our college and career rate maintained at 44%. Our graduation rate rose from 85% (19-20) to 90% (20-21).

Spring 2022 FSA / EOC Data:
ELA AL 3+ = Grades 6=32%: 7=26%; 8=33%; 9=44%; 10=39%. Grades 6 (+2%); 9 (+8%); and 10 (+9%). AL3+ Grades 7 (-4%)and 8 (-5%) decreased.

MS Math AL3+: 6th = 25%, 7th = 37%, 8th = 27%. AL3+ Grade 8 (+5%) increased.; AL3+ grades 6

(-1%) and 7 (-9%) decreased.

Algebra EOC AL3+ 53%; Geometry 37%. AL 3+ Algebra EOC (19%) increased. AL3+ Geometry decreased by 4%.

8th gr Science 27% AL3+ which was a 7% point decrease; while Biology 49% saw a 5% increase in students passing with a 3 or higher.

U.S. History AL3+ 43% which was an 8% point decrease; while Civics = 52% showed a 10% increase.

A major concern is our failure rate. In 21-22, 189 students failed ELA and 158 failed math. There were 364 students who failed the ELA FSA and 308 for math.

We had 407 students whose attendance rate was below 90%.

There are 87 high school students, or 13.7%, who currently have less than a 2.0 GPA. (21-22= 24%)

In 2021-2022, we had 452 students who had 2 or more indicators on the EWS. (20-21=350)

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Specific areas in which we saw declines of students scoring an AL3+ on the Spring 2022 FSA/EOC were:
ELA 7th (30 to 26) and ELA 8th (38 to 33), Math 6th (25 to 24) and Math 7th (37 to 28), Geometry (41 to 37), 8th grade Science (34 to 27) and US History (56 to 43).

In looking at the Spring 2022 administration of the FSA showed 33.7% (364/1078) of our students scored an AL1 on the FSA ELA, while 28.5% (308/1078) scored an AL1 on the FSA Math assessment. The percentage of students with a substantial reading deficiency is 36% (391/1078).

The Early Warning System monitors indicators which can affect a student's success. The first indicator of concern is our students' attendance. We have 37.7% (407/1078) who have been absent below 90 percent of the time, which is a 10.6% percent increase. For the suspension indicator, 29% (316/1078) of our students had been suspended. This is a 4% increase from 20-21.

Another area of need is in our failure rate. We had 17% (189/1078) course failures in ELA and 14.6% (158/1078) failures in math.

The Early Warning System reports shows 42% (452/1078) of our students have two or more indicators of the EWS.

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

Classes covered by substitutes caused breaks in learning. Finding replacement staff and qualified substitutes can be a problem for our rural school.

Student attendance and effort needs 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 2022 state assessments, showed the most improvement?

Areas found to show improvement for students scoring an AL 3+ were:
ELA/FSA 6 30% to 32%
ELA/FSA 9 36% to 44%
ELA/FSA 10 30% to 39%
Math/FSA 8 27% to 32%
Algebra EOC 34% to 53%
Biology EOC 44% to 49%
Civics 52% to 62%

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. Polk County Schools Science Department paid the cost of this subscription. Science and Math teachers incorporated these labs in their lessons.

Our Reading Teachers worked individually and in groups to address data chats, implementing Achieve lessons with fidelity, and using novel sets in their classes. The Language Arts teachers worked collaboratively to plan their lessons. Middle School and High School Language Arts / English teachers attended a professional development held onsite to address components of writing an essay. Rubrics were discussed, along with writing techniques.

Our middle school math students who scored an AL1 and AL2 on the 2022 Math FSA were placed in an intensive math class. In addition to intensive instruction that matches classroom instruction, students participated in the Imagine math curriculum on the computer. This remediates the math instruction on the student's greatest area of need.

Grade recovery and credit recovery extended learning was offered after school. Students could improve their grade, earn additional credits, or study for assessments.

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.

The school will implement the MTSS process. 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. Extended learning opportunities will be provided to students.

Polk County Schools has established an Attendance Department. The entire focus of this department is

to identify students who are chronically truant and make contacts with families to determine how to assist them in getting the students to school. At the school level, students who are frequently absent will be reported to guidance and the administration to be referred to the Attendance Department. An attendance policy which addresses make up work will be included in the teachers' syllabi at the beginning of the school year.

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, English, and math 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 and the new progress monitoring system will be evaluated throughout the year in grade level meetings.

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

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

Staff training will focus on building relationships with students. We will incorporate videos, like the TED Talk done by Rita Pierson, that stress the importance of relationships and how to work with students to achieve success.

Staff training will also be conducted on how to have effective parent conferences. Staff will offer achievement sessions to parents and families to see how their students are doing in their classes, progress monitoring, and progression plans.

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 all 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 focus on building a successful school experience 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. The senior counselor and Student Success Coach will meet with seniors to be sure they have a post-secondary plan in place. Seniors who are at-risk will be identified and their progress will be monitored. Multiple pathways and the 18 credit option will be considered for students who are missing too many credits or have a gpa below the required 2.0.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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 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 further instruction.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Students will be able to score an AL3 or higher on progress monitoring completed throughout the school year. Using the Spring 2023 State FSA/EOC assessments, the overall percentage of students achieving an AL3 or higher will increase to: ELA 43%, Mathematics 41%, 8th grade Science 33%, Biology 56%, and Social Studies 61%.The middle school acceleration rate will increase from 56% to 62%.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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 the new BEST standards.
Person responsible for monitoring outcome:	Melodie Davis (melodie.davis@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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. Students will read classroom novel sets, classroom libraries, and library books, including Ebooks, to improve reading. 2. Select students scoring a AL 1 or 2 on the FSA Mathematics or Algebra EOC will be identified as needing remediation in math . Students will be enrolled in an intensive math program which utilizes in-class instruction and the Imagine Math program. 3. Science activities will be designed to be more hands-on and rigorous to increase achievement. Science teachers will be encouraged to use the GIZMOS labs. 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 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.

Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Teachers will use data and timelines in the Polk County Schools learning maps to drive 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.

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: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our 2021 - 2022 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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective 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: Describe how this Area of Focus will be monitored for the desired outcome.	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:	Dwight Frazier (dwight.frazier@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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 2022-2023 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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 2022 – 2023 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)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

NA

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Our theme for this year is, "Bulldogs Make It Happen." This encouraging theme will allow students to focus on building a successful school year.
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 school culture and environment.

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 2022-23 is, "Bulldogs Make It Happen." This focuses on the work habits and social skills needed to have student success.
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 will 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 interims, 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 stakeholder 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.