Fort Meade Middle/Senior High School

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 6/1/2022

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 (49%) 2018-19: C (50%) 2017-18: B (56%)
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	67%

School Grades History

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

School Board Approval

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SIP Authority

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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
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
Blankenship, Matt	Principal	Oversee all school operations. Direct support of Math, Assistant Principals and Support Staff
Dent, Jason	Assistant Principal	Direction supervision of Science, ESE and Physical Education. Responsible for facilities, discipline, and student supervision.
Fisher, Summer	Assistant Principal	Direct supervision of Academies, Social Studies and Spanish. Responsible for Title 1, community support and data.
Cornelius, Jemalle	Dean	Student Discipline
Myers, Cynthia	Instructional Coach	Math instructional coaching, new teacher support and collaborative planning.
Cannon, Susan	Instructional Coach	ELA, Reading and Social Studies instructional coaching, new teacher support and collaborative planning.
Simmons, Dana	Assistant Principal	Direct supervision of ELA, Reading and ESOL. Responsible for student progression and grades.

Demographic Information

Principal start date
Wednesday 6/1/2022, Matthew Blankenship

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.*

2

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.*

18

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

783

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

6

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

5

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	115	130	130	95	107	114	92	783
Attendance below 90 percent	0	0	0	0	0	0	30	38	31	10	26	32	26	193
One or more suspensions	0	0	0	0	0	0	10	40	59	34	26	35	31	235
Course failure in ELA	0	0	0	0	0	0	0	15	22	5	4	5	9	60
Course failure in Math	0	0	0	0	0	0	4	8	7	1	5	13	12	50
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	47	49	54	32	24	48	34	288
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	55	55	41	13	18	24	17	223
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	27	41	56	24	23	39	31	241

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	0	10	12	1	1	5	0	29
Students retained two or more times	0	0	0	0	0	0	1	7	15	0	5	5	9	42

Date this data was collected or last updated

Thursday 7/14/2022

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	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

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	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

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	41%	41%	51%				42%	47%	56%
ELA Learning Gains	48%						46%	46%	51%
ELA Lowest 25th Percentile	40%						39%	37%	42%
Math Achievement	41%	35%	38%				46%	43%	51%
Math Learning Gains	49%						45%	45%	48%
Math Lowest 25th Percentile	49%						49%	44%	45%
Science Achievement	36%	26%	40%				37%	58%	68%
Social Studies Achievement	56%	39%	48%				59%	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	38%	48%	-10%	54%	-16%
Cohort Comparison						
07	2022					
	2019	38%	42%	-4%	52%	-14%
Cohort Comparison		-38%				
08	2022					
	2019	41%	48%	-7%	56%	-15%
Cohort Comparison		-38%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	40%	47%	-7%	55%	-15%
Cohort Comparison						
07	2022					
	2019	59%	39%	20%	54%	5%
Cohort Comparison		-40%				
08	2022					
	2019	41%	35%	6%	46%	-5%
Cohort Comparison		-59%				

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	29%	41%	-12%	48%	-19%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	51%	54%	-3%	67%	-16%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	70%	-8%	71%	-9%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	52%	57%	-5%	70%	-18%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	39%	50%	-11%	61%	-22%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	59%	53%	6%	57%	2%

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	16	27	24	21	43	45	18	33		92	17
ELL	28	49	46	30	40	39	26	50		100	23
BLK	31	42	42	28	45	62	26	53		94	27
HSP	37	49	43	38	46	44	31	60	60	100	32
MUL	55			50							
WHT	49	48	34	49	54	50	43	52	26	93	58
FRL	35	45	41	38	49	50	30	54	52	97	35
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

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
HSP	39	41	30	33	34	36	35	56	50	100	63
WHT	50	47	36	48	38	48	49	63	57	94	67
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

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	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	582
Total Components for the Federal Index	12
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	43
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

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	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	49
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	53
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	48
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?

There was tremendous growth in math learning gains (14% overall and 11% bottom 25%) along with modest growth in math proficiency. There was a slight dip in ELA proficiency (1%) but modest growth in learning gains (5% overall and 9% in the bottom 25%). There was moderate growth in Civics (10% gain) along with growth in Algebra and Geometry proficiency.

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

The greatest needs for improvement include biology, 8th grade science and ELA for students moving into 9th grade. Biology lost proficiency dropped 4% points, the biggest proficiency drop school wide. 8th grade science maintained at 32% from the previous year. Our incoming 9th grade cohort has the lowest proficiency of all students. In addition, our middle school acceleration dropped 10 percentage points and college and career acceleration dropped 22%. ESSA data will be analyzed once released by the state.

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 previous biology teacher was brand new to the assessment and struggled with pacing and content on top of classroom management. A new teacher is in place and has taught the course previously. The district coach will be providing support and progress monitoring will be reviewed for small group remediation. 8th grade science has an experienced teacher who has taught the course before. The proficiency rate is low but is in line with low ELA proficiency. Additional supports will include targeted support on specific standards based on progress monitoring. The incoming 9th grade cohort has had consistently low proficiency in ELA for several years with multiple teachers. Small group targeted instruction will be used to raise proficiency rates and learning grades. Middle school acceleration dropped due to lack of enrollment of students in appropriate courses based on state guidelines. All students will be enrolled and will be double blocked and/or supported with small group instruction. The college and career acceleration dropped (and will drop again based on the cohort that just graduated) due to lack of access to courses and support during the past two years. Specific attention and tracking will be used forward to ensure access to opportunities in college and career acceleration.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The most improved areas include the 7th grade cohort in math (17% grain) and civics (10% gain). In addition, overall learning gains in both ELA (5% gain) and Math (14% gain) were up along with the bottom 25% in both ELA (9% gain) and Math (11% gain).

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

For the 7th grade cohort in math, a new teacher was put in place. Tremendous support was added in the classroom through New Teacher Center tools. For Civics, the teacher has been in place for multiple years and has grown more confident with the curriculum. For learning gains, strategies were put in remediate missed standards from previous years through a spiraled curriculum. In addition, most teachers in ELA and Math were returning and familiar with the curriculum.

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

To accelerate learning for all students we will provide targeted small group instruction through both a push in and pull out model. In addition, we blocked all students below proficiency in math grade 8 and provided a second class for 6th and 7th grade. ELA and Reading teachers have common planning per grade level to collaborate across content.

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.

The following professional development will be provided at the school level to meet the goals above: (1) Small Group Instruction and Data Analysis for non classroom staff to provide small group instruction in ELA and Math both through push in and pull out models; (2) Collaborative planning training on how to create grade level appropriate targets and tasks; and (3) On going training for implementing the new BEST standards.

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

The additional services that will be implemented include ongoing data analysis through the implementation of a data room, standards tracking for proficiency in US History, Biology and 8th Grade Science and double block 8th grade Pre Algebra and Algebra 1 class for below proficient students.

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 Student Engagement	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Based on the 2021 - 2022 observation data available, lesson delivery and engagement with students is a priority area for improvement across the campus in instruction. This area was consistently marked "needs improvement" through observational data. This area was a focus last year across campus and most assessed areas saw slight to moderate improvement justifying a continuation of the focus.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By spring of 2023, the following assessments will meet the following goals that meet or exceed the district average: ELA Proficiency - 46%; Math Proficiency - 43%; Science Proficiency - 40%; Social Studies Proficiency 63%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Implementation of engagement strategies will be monitored through walkthrough observations. Student proficiency growth will be measured through progress monitoring.
Person responsible for monitoring outcome:	Matt Blankenship (matthew.blankenship@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Effective cooperative learning, collaborative structures and distributive practice strategies will be implemented into all content areas to promote active, student centered classrooms.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Cooperative learning, collaborative structures and distributive practice strategies allow students to actively engage in learning through talk with both peers and the instructor and individual work divided over several lessons. This includes allowing students to get introduced to material, make understanding through cooperative learning and collaborative structures and solidify thinking through formative tasks.

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.

Provide small group sessions focused on utilizing cooperative learning, collaborative structures and distributive practice by department during planning week.

Person Responsible	Matt Blankenship (matthew.blankenship@polk-fl.net)

Highlight a different collaborative structure monthly through faculty meetings. Highlight classrooms "caught" using the structure in weekly newsletter.

Person Responsible   Matt Blankenship (matthew.blankenship@polk-fl.net)

Provide day long collaborative planning sessions by department lead by Academic Coaches and Administration every four to six weeks.

Person Responsible   Matt Blankenship (matthew.blankenship@polk-fl.net)

Hold quarterly data chats with teachers focused on both student academic and teacher observational data with teachers.

Person Responsible   Matt Blankenship (matthew.blankenship@polk-fl.net)

Create a data room by the end of the 1st quarter. The data room will track student academic, attendance and behavior along with teacher observational and attendance data. Update data room with data as it becomes available throughout the year.

Person Responsible   Summer Fisher (summer.fisher@polk-fl.net)

Hold monthly PDs titled "Just in Time" geared toward new teachers (but all invited) that will embed professional development focused on cooperative learning, collaborative structures and distributed practice.

Person Responsible   Summer Fisher (summer.fisher@polk-fl.net)

By the end of the 5th week of school tier all instructional staff for coaching. Utilize math and literacy coach to provide coaching cycles to staff members based on tier through the remainder of the year.

Person Responsible   Matt Blankenship (matthew.blankenship@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.**	Based on 2022 - 23 ESSA subgroup information available, Black / African American and Students with Disabilities are performing below their peers.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	At the end of the 2022-23 school year, the ESSA subgroups will be at 44% or above in the areas of Black / African American and Students with Disabilities based on learning gains and proficiency rates.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This will be monitored through progress monitoring in ELA, Math, Science and Social Studies at the end of each quarter. Data will be disaggregated to show the performance of students with disabilities and black / African American students. Trends utilizing the standards based instruction walkthrough tool showing improvement in grade level assignments.
Person responsible for monitoring outcome:	Matt Blankenship (matthew.blankenship@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	To improve the outcomes of these (and all) students, we will focus on the framework presented by "The Opportunity Myth" (tntp.org). This includes providing grade appropriate assignments, strong instruction where students do the thinking, engagement in learning and high expectations.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	According to the research presented, "When students who started the year off behind grade level were given more grade-appropriate assignments, stronger instruction, deeper engagement, and higher expectations, the gap between these students and their higher-achieving peers began to narrow substantially—by more than seven months of learning in a single school year based on better assignments alone." (Choosing the opportunity gap, www.opportunitymyth.tntp.org/choosing-the-opportunity-gap.)

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.

Introduce the concept of "The Opportunity Myth" during planning week.

Person Responsible	Matt Blankenship (matthew.blankenship@polk-fl.net)

Complete a PLC centered around "The Opportunity Myth" (digital resource at opportunitymyth.tntp.org) throughout the first semester.

Person Responsible	Dana Simmons (dana.simmons@polk-fl.net)

Utilize "How Goes It" time during school day to allow students to build goals, complete data chats and build connections with teacher. This will include focusing on the "soft skills" needed for success in rigorous course work. This will be ongoing throughout the year.

Person Responsible	Summer Fisher (summer.fisher@polk-fl.net)

Through common planning, focus on using the learning arc to provide grade level depth assignments. Common planning will be lead by the Reading and Math Coaches along with administrative team.

Person Responsible	Matt Blankenship (matthew.blankenship@polk-fl.net)

Train and calibrate with administrative team on standards based instruction tool by the end of August.

Person Responsible	Matt Blankenship (matthew.blankenship@polk-fl.net)

Create schedule where every core and intensive class receives a walkthrough weekly to track grade level standards based assignment. Share the trends in leadership team meetings biweekly to be addressed in common planning.

Person Responsible	Matt Blankenship (matthew.blankenship@polk-fl.net)

Hold quarterly parent nights focused on seeking authentic feedback and information to support student success.

Person Responsible	Summer Fisher (summer.fisher@polk-fl.net)

Provide support for under represented populations in advanced, honors, advanced placement or dual enrollment courses through AVID elective.

Person Responsible	Summer Fisher (summer.fisher@polk-fl.net)

Provide incentives for success to students through Academic PBIS program focused on earning passing grades for each quarter.

Person Responsible	Dana Simmons (dana.simmons@polk-fl.net)

Track students who have earned, in progress or progression toward earning an acceleration point through most appropriate opportunity in Data Room by the end of the 1st quarter.

Person Responsible	Summer Fisher (summer.fisher@polk-fl.net)

Track students in acceleration courses (Dual Enrollment, AP, and Industry Certification) identifying those who need support to be successful. Implement supports as needed.

Person Responsible   Summer Fisher (summer.fisher@polk-fl.net)

#3. Positive Culture and Environment specifically relating to Students and Staff	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	A strong campus culture among students and staff is needed to move students academically. A measure of this is attendance and discipline among students and attendance in staff. The past year, 29% of students missed more than 10% of school days and 33% of students had one or more suspensions. 27 Staff members missed 10 or more days of work.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Less than 20% of students will miss 10% or more of school (down from 29%). Less than 25% of students will have one or more suspensions (down from 33%). Less than 15 staff members will miss 10 or more days of work (down from 27).
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored through our Data Room and leadership meetings. The data room will track the relevant data and the leadership team will review and respond with interventions as needed.
Person responsible for monitoring outcome:	Summer Fisher (summer.fisher@polk-fl.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	To help meet these goals we will focus on supporting the whole child needs and getting to the root of why students are not coming to school and/or not meeting expectations and implement interventions utilizing PBIS framework of Tier 1, 2 and 3 supports. In addition, we will create opportunities for staff to build connections along with providing leadership opportunities for all so they feel valued.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	These strategies will help us systematically address issues for the whole group (tier 1), small groups (tier 2) and individual as needed.

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.

Review data with Staff during planning week for awareness. This includes student attendance, student discipline and staff attendance.

Person Responsible	Matt Blankenship (matthew.blankenship@polk-fl.net)

Update data room with student attendance and discipline including those students who are in need of tier 2 and 3 interventions.

Person Responsible	Summer Fisher (summer.fisher@polk-fl.net)

Share and discuss student attendance and discipline data at HGI meetings to create pathways for student intervention.

Person Responsible   Summer Fisher (summer.fisher@polk-fl.net)

Share and discuss staff attendance information at leadership meetings and create develop interventions for supporting staff and student instruction.

Person Responsible   Summer Fisher (summer.fisher@polk-fl.net)

Hold club / athletics fair for students to build awareness of opportunities for students by the end of September.

Person Responsible   Summer Fisher (summer.fisher@polk-fl.net)

Implement positive referrals for students to be mailed home weekly.

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

Utilize Behavior Interventionist to provide tier 2 and 3 interventions as appropriate to prevent out of school suspensions.

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

Continue student of the month program recognizing various students

Person Responsible   [no one identified]

Start staff member spotlight of the month program to recognize staff members going above and beyond.

Person Responsible   Summer Fisher (summer.fisher@polk-fl.net)

Provide monthly opportunities for staff social gatherings to build a community of support.

Person Responsible   Matt Blankenship (matthew.blankenship@polk-fl.net)

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.

The School-based Leadership Team meets biweekly 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 school culture and environment.

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.