Combee Academy Of Design And Engineering

2022-23 Schoolwide Improvement Plan

Table of Contents

Combee Academy Of Design And Engineering

2805 MORGAN COMBEE RD, Lakeland, FL 33801

http://schools.polk-fl.net/combeeel

Demographics

Principal: Tammy Farrens

Start Date for this Principal: 7/28/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: C (48%) 2018-19: C (47%) 2017-18: C (45%)
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.

Table of Contents

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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)
Elementary School PK-5	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	53%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The staff at Combee Academy of Design and Engineering will facilitate opportunities for students to access curriculum through the use of varied instructional strategies, learning modalities, technology and the arts to increase student achievement.

Provide the school's vision statement.

The vision of Combee Academy of Design and Engineering is to create a learning environment where all children are encouraged to become lifelong learners as they strive to reach their maximum potential in order to become productive members of 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
Farrens, Tammy	Principal	This principal provides the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure 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.
Cox, Kristi	Other	This position exists to coordinate educational placement and appropriate services for students with disabilities. The person in this role will serve as the LEA (Local Education Agency) representative at staffings and IEP (Individual Education Plan) meetings at the assigned school. Simultaneously, this staff member will provide direct support to students with disabilities and their general education and ESE teachers to promote inclusion of students with disabilities in the general education environment. Coordinates the referral, staffing, placement, and re-evaluation process for exceptional student education at the school level. Serves as a member of individual educational plan (IEP) meetings as the LEA representative. Provides the level and frequency of direct support to students and teachers based upon general educators' and students' need for assistance. Arranges for classroom and testing accommodations for students with disabilities. Assists in the development and adaptation of curriculum and testing materials to meet the needs of teachers and students. Serves as a resource to school personnel regarding ESE rules and regulations.
Wright, Michael	Assistant Principal	This position exists to assist the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure 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.
Bargeron, Lori	Instructional Media	This position exists to ensure that all students learn the basic and essential skills at each grade level. Essential Functions of this Job: Plans and implements a library media program, which aligns to the mission and vision of the district;

Name	Position Title	Job Duties and Responsibilities
		providing equal access to all students. Creates and maintains a library media center that is organized, welcoming, and conducive to learning. Delivers library media services by providing resources and instruction for students and teachers to become independent users of information. Plans, prepares, and provides instruction in the skills necessary to access, evaluate, analyze, and organize information in all formats to ensure optimal student achievement. Implements large group, small group, and individual settings. Plans prepares, and provides literature activities to promote a love of reading and lifelong learning for students. Uses, models, and assists users with instructional applications and use of technology for academic learning.
Hooker, Alyson	Instructional Coach	This position exists to deliver appropriate teacher-to-teacher professional learning and coaching support, resulting in improved effectiveness of classroom instructional practices and enhanced student achievement. This position will serve in a specified school within the district. This position will be assigned to a Math, Reading or Science content area, for which s/he must be fully qualified. The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.
Hallock, Rebecca	Instructional Coach	This position exists to deliver appropriate teacher-to-teacher professional learning and coaching support, resulting in improved effectiveness of classroom instructional practices and enhanced student achievement. This position will serve in a specified school within the district. This position will be assigned to a Math, Reading or Science content area, for which s/he must be fully qualified. The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.

Name	Position Title	Job Duties and Responsibilities
Filarecki, Steven	School Counselor	This position exists to provide 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. The School Counselor aligns with the district's mission to support the academic achievement of all students, insuring equity and access to all. The counselor implements federal, state and local mandates; facilitates the successful transition and progression of students throughout the system; develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders. Direct services address guidance curriculum, individual student planning, preventive and responsive services. The counselor works with students individually and in groups and provides consultation to teachers and other school personnel regarding students and makes referrals as appropriate.
Armstrong, Lisa	Teacher, K-12	Provide identified gifted and talented students with appropriate learning experiences that develop potential and lead to advanced academic achievement. Provide services for gifted and talented students in Kindergarten through 5th grade, working in collaboration with administrators and teachers to provide a supplemental support for increasing advanced student achievement for all students, specifically gifted and talented students through staff development, instructional planning, and classroom support for teachers through both a pull-out and push-in program.
Styron, Michelle	Other	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 instructional practices, increased learning time for students and enhanced student achievement. The Intervention Facilitator 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 strategies and programs; and school improvement.

Name	Position Title	Job Duties and Responsibilities

Demographic Information

Principal start date

Monday 7/28/2014, Tammy Farrens

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.*

8

Total number of teacher positions allocated to the school

37

Total number of students enrolled at the school

548

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

12

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

12

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	92	95	109	81	91	100	0	0	0	0	0	0	0	568
Attendance below 90 percent	38	32	22	21	25	36	0	0	0	0	0	0	0	174
One or more suspensions	1	6	6	2	6	6	0	0	0	0	0	0	0	27
Course failure in ELA	18	13	23	29	30	14	0	0	0	0	0	0	0	127
Course failure in Math	9	6	18	16	18	10	0	0	0	0	0	0	0	77
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	15	27	35	0	0	0	0	0	0	0	77
Level 1 on 2022 statewide FSA Math assessment	0	0	0	27	28	27	0	0	0	0	0	0	0	82
Number of students with a substantial reading deficiency	26	37	43	31	49	53	0	0	0	0	0	0	0	239

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	22	25	30	38	42	50	0	0	0	0	0	0	0	207

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	7	2	3	13	0	0	0	0	0	0	0	0	0	25
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated
Sunday 8/21/2022

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	107	78	91	93	89	0	0	0	0	0	0	0	458
Attendance below 90 percent	0	13	18	16	26	18	0	0	0	0	0	0	0	91
One or more suspensions	0	6	2	5	9	5	0	0	0	0	0	0	0	27
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	14	18	34	0	0	0	0	0	0	0	66
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	24	24	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	0	15	39	29	42	29	0	0	0	0	0	0	0	154

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	6	11	8	34	39	0	0	0	0	0	0	0	98

The number of students identified as retainees:

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

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	107	78	91	93	89	0	0	0	0	0	0	0	458
Attendance below 90 percent	0	13	18	16	26	18	0	0	0	0	0	0	0	91
One or more suspensions	0	6	2	5	9	5	0	0	0	0	0	0	0	27
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	14	18	34	0	0	0	0	0	0	0	66
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	24	24	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	0	15	39	29	42	29	0	0	0	0	0	0	0	154

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	6	11	8	34	39	0	0	0	0	0	0	0	98

The number of students identified as retainees:

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

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	44%	47%	56%				40%	51%	57%
ELA Learning Gains	49%						44%	51%	58%
ELA Lowest 25th Percentile	47%						48%	49%	53%
Math Achievement	47%	42%	50%				48%	57%	63%
Math Learning Gains	59%						56%	56%	62%
Math Lowest 25th Percentile	43%						51%	47%	51%
Science Achievement	44%	49%	59%				40%	47%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	52%	-6%	58%	-12%
Cohort Comparison		0%				
04	2022					
	2019	34%	48%	-14%	58%	-24%
Cohort Comparison		-46%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	35%	47%	-12%	56%	-21%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	46%	56%	-10%	62%	-16%
Cohort Comparison		0%				
04	2022					
	2019	47%	56%	-9%	64%	-17%
Cohort Comparison		-46%				
05	2022					
	2019	48%	51%	-3%	60%	-12%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	45%	-4%	53%	-12%
Cohort Comparison						

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	21	45	55	33	56	50	28				
ELL	24	39	47	28	50	44	26				
BLK	46	52		46	63		47				
HSP	29	42	43	33	52	41	33				
WHT	55	56	50	58	63	30	51				
FRL	41	50	50	45	58	42	39				

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	14	25	27	19	39	60	18				
ELL	27	33	30	25	30	30	13				
BLK	33	35		24	24		47				
HSP	39	34	33	31	44	47	43				
WHT	47	43		50	59		74				
FRL	41	38	50	36	41	37	56				
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	12	28	25	26	60	55	14				
ELL	24	46	50	36	67	72	25				
BLK	37	37		46	63		27				
HSP	34	46	54	43	53	56	38				
WHT	45	44	40	53	55	39	50				
FRL	35	45	54	43	53	50	35				

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	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	380
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	51
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	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	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	52
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	46
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?

The trend shows ELA proficiency gradually increasing or maintaining. According to FSA ELA, 44% of the students were proficient. This was a 2% increase from 2021.

Math data is inconsistent. In 2019, 48% of the students were proficient and there was a decrease to 40% in 2021. Math data increased to 47% proficient in 2022.

Fifth grade had the lowest proficiency data in both ELA and Math on FSA. This is a trend, as this cohort of students also had the lowest proficiency data in 4th grade.

The SWD and ELL subgroups continue to perform below their peers. According to FSA ELA data, 21% of the ESE students and 24% of the ELL students were proficient . In FSA Math, 33% of ESE students and 28% of the ELL students were proficient.

Primary students continue to lack progression to STAR Reading in a timely manner. Students should be exiting STAR Early Literacy by December of first grade. Data from the Spring 2022 STAR shows 48% of our first grade students and 13% of our second graders are still in Early Literacy.

Discipline data showed a slight increase in referrals during the 2021-22 school year. More students were back on campus than the prior year.

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

The data component that performed the lowest is the SWD and ELL subgroups. These subgroups continue to perform significantly below their peers. According to 2022 FSA date, 21% of the ESE students and 24% of the ELL students were proficient in ELA and 33% of ESE students and 28% of the ELL students were proficient in Math.

The ESSA subgroups that did not meet the Federal Index of 41% were ELL and Hispanic.
(ELL 38% and Hispanic 40%)

Fifth grade had the lowest proficiency data in both ELA and Math on FSA 2022.

Continued improvement is needed in ELA. The RAISE goal of 50% or higher proficiency is our goal.

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

Fifth grade's rigor of instruction and pacing contribute to this need for improvement. Two teachers on the grade level were new hires.
Specific professional development for new hires will need to be put in place in order for them to implement the school's initiatives.
In PLCs, specific work will need to be done around reviewing data and adjusting instructional pacing to meet student needs.

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

Data components that showed the most improvement from 2021 to 2022 state assessment data:
-ELA proficiency (42 to 44%)
-ELA learning gains (37 to 49%)
-ELA lowest 25% (43 to 47%)
-Math proficiency (40 to 47%)
-Math learning gains (46 to 59%)
-Math lowest 25% (38 to 43%)

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

The new actions the school took in this area was to prioritize standards, provide opportunities to improve math fluency, after school tutoring, and small group interventions. Leadership team working with small groups was also a contributing factor.

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

-Implement daily spiral review
-Adjust Project Based Learning units to align with standards
-Continue to prioritize standards
-Reinforce content based vocabulary
-Timely, differentiated small group instruction based on progress monitoring data
-Student data notebooks
-Data reflection tools

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.

Professional development in the areas of using data to adjust instruction (data reflection tools) and the use of new BEST benchmarks to plan lessons (new textbooks).

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

-Accountability measures and support put in place to ensure PD and school-wide initiatives are being implemented with fidelity.

Cultures Built to Last: Systemic PLCs at Work
(Based on this book study that was put in place during the 2020-21 school year, next steps need to be implemented and work continued.)
-Grade level PLCs with timely review of data from multiple sources (ie: summative/formative assessments, progress monitoring)
-Timely feedback to students
-Systems in place for teachers to have a check-in to request additional supports from peers/leadership

-Reestablish the "Pineapple Room" where teachers who are highly effective in a particular area open up their classroom for others to observe as they model strategies.
-Opportunities for vertical collaboration

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.**	Student engagement is a driving factor in the learning process and also in holding teachers accountable for ensuring success for all students. To achieve engagement, teachers will implement student success notebooks to improve student achievement in core content areas and individually conference with students to provide timely feedback. According to the 2021-22 FSA ELA data, 56% of the students earned a level 1 or 2 and on FSA Math, 53% of the students earned a level 1 or 2.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	As a result of students using accountability tools in core content areas, state data will show a minimum of a 1% increase in proficiency in ELA, Math, and Science.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress monitoring data (STAR) will be used to ensure student engagement is making an impact of data. Summative assessment data (Florida Wonders, Math modules tests., Quarterlies)
Person responsible for monitoring outcome:	Tammy Farrens (tammy.farrens@polk-fl.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Student Success Notebooks 2. Individual Student Conferences with timely feedback
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Engaging Students with Poverty in Mind by Eric Jensen speaks to engaging students for motivation and effort and providing feedback. Jensen says, "When students develop and use analytical skills to assess their own progress, their effort will increase." When children are in control of their work and set goals, they are motivated to persevere.

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.

Strategy 1: Student Success Notebooks
Action Step 1: Create graphs for content area data that students will use to chart progress each week.

Person Responsible	Tammy Farrens (tammy.farrens@polk-fl.net)

Strategy 1: Student Success Notebooks
Action Step 2: Leadership will train teachers on the use of the success notebooks within the first three weeks of school.

Person Responsible	Tammy Farrens (tammy.farrens@polk-fl.net)

Strategy 1: Student Success Notebooks
Action Step 3: Leadership will meet with students to assemble success notebooks and work on goal setting and strategies to meet those goals.

| **Person Responsible** | Tammy Farrens (tammy.farrens@polk-fl.net) |

Strategy 1: Student Success Notebooks
Action Step 4: Students will graph data weekly and teachers will monitor data.

| **Person Responsible** | Tammy Farrens (tammy.farrens@polk-fl.net) |

Strategy 1: Student Success Notebooks
Action Step 5: Teachers will have bi-weekly data chats with students to discuss progress, assessment data, and hold students accountable for their learning.

| **Person Responsible** | Tammy Farrens (tammy.farrens@polk-fl.net) |

Strategy 2: Individual Student Conferences with timely feedback
Action Step 1: Create teacher data notebooks to track individual conferences students

| **Person Responsible** | Tammy Farrens (tammy.farrens@polk-fl.net) |

Strategy 2: Individual Student Conferences with timely feedback
Action Step 2: Leadership will conduct professional development on conferencing and feedback. Teachers will be provided with tracking forms and individual student data in order to engage their students in their own thinking and learning.

| **Person Responsible** | Rebecca Hallock (rebecca.hallock@polk-fl.net) |

Strategy 2: Individual Student Conferences with timely feedback
Action Step 3: Teachers will conduct conferences with individual students on current lessons completing a NEEDS (Notice, Explore, Encourage, Develop, Summarize) about the lesson.

| **Person Responsible** | Tammy Farrens (tammy.farrens@polk-fl.net) |

#2. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	All students will receive differentiated instruction to improve student achievement in core content areas. Based on reflective practices and data, teachers will create flexible groupings to differentiate instruction. Differentiated instruction needs to be aligned to the standards while providing equivalent experiences. According to the 2021-22 data, 44% of the students on FSA ELA and 47% of the students on FSA Math were proficient.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	As a result of differentiated based instruction implemented in core content areas, all components of the school grade will increase by 1%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monthly PLC sign-ins and Assessment reflection tool Collaborative planning using the Learning Arc Framework Progress monitoring data
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Standards Walkthrough Tool to ensure differentiated instruction is aligned to the standard while providing equivalent experiences. 2. Using the Learning Arc Construction Framework in collaborative planning 3. Assessment Reflection Tool
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	TNTP's The Opportunity Myth speaks to the relationship between academic success and ensuring students are able to engage in grade level standards-based expectations. In order for students to engage, differentiation is imperative.

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.

Strategy 1: Standards Walkthrough Tool to ensure differentiated instruction is aligned to the standard while providing equivalent experiences.
Action Step 1: Create a calendar for leadership team calibration walks

Person Responsible	Tammy Farrens (tammy.farrens@polk-fl.net)

Strategy 1: Standards Walkthrough Tool to ensure differentiated instruction is aligned to the standard while providing equivalent experiences.
Action Step 2: Train leadership on walkthrough tool in the first two calibration walks

Person Responsible	Tammy Farrens (tammy.farrens@polk-fl.net)

Strategy 1: Standards Walkthrough Tool to ensure differentiated instruction is aligned to the standard while providing equivalent experiences.
Action Step 3: Conduct calibration walks until team shows 90-100% calibrated consistency with rationale

Person Responsible	Tammy Farrens (tammy.farrens@polk-fl.net)

Strategy 1: Standards Walkthrough Tool to ensure differentiated instruction is aligned to the standard while providing equivalent experiences.
Action Step 4: Leadership team meeting agendas will include the review of the SWT data

Person Responsible   Tammy Farrens (tammy.farrens@polk-fl.net)

Strategy 1: Standards Walkthrough Tool to ensure differentiated instruction is aligned to the standard while providing equivalent experiences.
Action Step 5: Establish protocol to review data, including evidence, in the SWT

Person Responsible   Tammy Farrens (tammy.farrens@polk-fl.net)

Strategy 1: Standards Walkthrough Tool to ensure differentiated instruction is aligned to the standard while providing equivalent experiences.
Action Step 6: Make adjustments to collaborative planning/tools and coaching as needed based on the SWT data

Person Responsible   Tammy Farrens (tammy.farrens@polk-fl.net)

Strategy 2: Using the Learning Arc Construction Framework in collaborative planning
Step 1: Create master schedule that intentional collaborative planning

Person Responsible   Tammy Farrens (tammy.farrens@polk-fl.net)

Strategy 2: Using the Learning Arc Construction Framework in collaborative planning
Step 2: Train leadership and grade level planning facilitators (grade chairs) on the Arc Framework

Person Responsible   Tammy Farrens (tammy.farrens@polk-fl.net)

Strategy 2: Using the Learning Arc Construction Framework in collaborative planning
Step 3: Leadership team meeting agendas will contain planning result findings

Person Responsible   Tammy Farrens (tammy.farrens@polk-fl.net)

Strategy 2: Using the Learning Arc Construction Framework in collaborative planning
Step 4: Conduct planning protocol on a weekly basis

Person Responsible   Tammy Farrens (tammy.farrens@polk-fl.net)

Strategy 2: Using the Learning Arc Construction Framework in collaborative planning
Step 5: Review planning findings during leadership team meetings

Person Responsible   Tammy Farrens (tammy.farrens@polk-fl.net)

Strategy 3: Assessment Reflection Tool
Step 1: Schedule data review PLCs following summative assessments by grade level

Person Responsible   Tammy Farrens (tammy.farrens@polk-fl.net)

Strategy 3: Assessment Reflection Tool
Step 2: At each PLC, summative assessment data will be disaggregated by standard to determine mastery of each standard

Person Responsible   Tammy Farrens (tammy.farrens@polk-fl.net)

Strategy 3: Assessment Reflection Tool
Step 3: Students will be grouped based on standards not yet mastered.

Person Responsible   Rebecca Hallock (rebecca.hallock@polk-fl.net)

Strategy 3: Assessment Reflection Tool
Step 4: Teachers will plan for small-group instruction through a collaborative process

Person Responsible   Rebecca Hallock (rebecca.hallock@polk-fl.net)

#3. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	To build capacity among new hires and teachers eager to grow in their professional practices, we need to create an organizational structure (ie: communicating, scheduling, providing resources, coaching) in order to strengthen and improve the system in place that provides supports and feedback to assist in molding the individuals into effective/ highly effective teachers. After observations and feedback, teachers will be provided support by a member of the leadership team who will complete a coaching cycle or allow for peer-to-peer observation and support. New teacher professional development is needed and will focus on a specific area crucial to teacher success.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	As a result of implementing a new teacher/hire program, 80% of these individuals will end the year as an effective/highly effective teacher. A qualitative survey will also be put in place to measure the supports provided by the school-based leadership.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monthly professional development sign-ins will be used to monitor new teacher attendance. Coaching cycles will be assigned and monitored. Standards Walkthrough Tool
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Standards walkthrough tool data and Journey data will be used to initiate coaching cycles which will give the opportunity for teachers to co-plan, rehearse, coteach, and then debrief with their coaches so that they can accomplish their goals. 2. Monthly professional development
Rationale for Evidence-based Strategy: Explain the	Retaining New Teachers: How do I support and develop novice teachers? by Bryan Harris speaks to how half of all new teachers leave the profession with in their first three to five years. Four strategies discussed to help retain new teachers is a comprehensive induction program, supportive administration, skilled mentors, and helpful colleagues.

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.

Strategy 1: Standards walkthrough tool data and Journey will be used to initiate coaching cycles which will give the opportunity for teachers to co-plan, rehearse, coteach, and then debrief with their coaches so that they can accomplish their goals.
Step 1: After completing the initials round of walkthroughs, meet to discuss teacher needs

Person Responsible	Tammy Farrens (tammy.farrens@polk-fl.net)

Strategy 1: Standards walkthrough tool data and Journey will be used to initiate coaching cycles which will give the opportunity for teachers to co-plan, rehearse, coteach, and then debrief with their coaches so that they can accomplish their goals.
Step 2: Assign mentors and schedule coaching cycles, as needed

Person Responsible	Tammy Farrens (tammy.farrens@polk-fl.net)

Strategy 2: Monthly professional development
Action Step 1: Create a calendar for monthly new teacher/hire professional development (any teacher can attend)

Person Responsible	Michael Wright (michael.wright@polk-fl.net)

Strategy 2: Monthly professional development
Action Step 2: Plan PD topics for each month that will help build capacity among new teachers

Person Responsible	Michael Wright (michael.wright@polk-fl.net)

Strategy 2: Monthly professional development
Action Step 3: Conduct new teacher/hire PD on a monthly basis

Person Responsible	Michael Wright (michael.wright@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

According to the Spring 2022 STAR data, 48% of the first graders are working in STAR Early Literacy and 13% of the second graders are working in STAR Early Literacy.
BEST benchmarks will be taught with fidelity and teachers will use the district provided scope and sequence.

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

According to the 2021-22 data, 56% of the students on FSA ELA level 1 or 2.
A shift to the BEST benchmarks will take place and benchmarks will be taught with fidelity and teachers will use the district provided scope and sequence.

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)

50% or more of the kindergarten, first, and second graders will be on track to pass the statewide ELA assessment.

Grades 3-5: Measureable Outcome(s)

ELA proficiency will increase to 50% in grades three, four, and five on the FAST ELA assessment by teachers implementing the components of Reading Wonders, Reading and Writing workshop and Level Literacy Intervention (LLI).

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.

STAR/FAST progress monitoring assessments will be given three times throughout the school-year to monitor progress
Summative assessments will be reviewed and data disaggregated using an assessment reflection tool

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

Farrens, Tammy, tammy.farrens@polk-fl.net

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?

Reading Wonders, Reading and Writing Workshop, Power Hour, and LLI will be utilized to help meet the criteria of 50% of the students being proficient in ELA. K-2 teachers will implement early literacy strategies such as effective and meaningful read alouds, and reading foundational skills (print concepts, phonological awareness, phonics and word study, and word analysis and fluency) during the additional hour of reading.

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?

Leveled Literacy Intervention is a daily, intensive support which supplements classroom literacy instruction to achieve grade-level competencies.

Reading and Writing Workshop aims to prepare students for any reading and writing task they will face and to turn kids into life-long, confident readers and writers who display agency and independence.

Richard Allington, in his book, Schools That Work: Where All Children Read and Write, shares how essential it is for children to have many opportunities to read and write during the school-day and have opportunities to read comfortable materials that they have chosen.

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
Literacy Leadership Action Step 1: Create a school-based literacy leadership team (at least one member per grade level)	Farrens, Tammy, tammy.farrens@polk-fl.net
Literacy Leadership Action Step 2: Team meets monthly to discuss literacy data and the needs of the school and brainstorm ideas and solutions to needs	Hallock, Rebecca, rebecca.hallock@polk-fl.net
Literacy Leadership Action Step 3: Team members disseminate information discussed and strategies to have campus-wide implementation	Hallock, Rebecca, rebecca.hallock@polk-fl.net
Literacy Coaching Action Step 1: Identify teachers in need of Tier 3 support	Farrens, Tammy, tammy.farrens@polk-fl.net
Literacy Coaching Action Step 2: Coach meets with teachers to co-plan, rehearse, coteach, and then debrief on lesson	Hallock, Rebecca, rebecca.hallock@polk-fl.net
Literacy Coaching Action Step 3: Leadership walk-throughs continue to ensure implementation of goals are successful. Repeat coaching cycles, as needed	Farrens, Tammy, tammy.farrens@polk-fl.net
Assessment Action Step 1: Conduct PLCs after each STAR/FAST progress monitoring assessment to disaggregate data	Farrens, Tammy, tammy.farrens@polk-fl.net
Assessment Action Step 2: Identify areas of need in order to prescribe interventions for classroom teachers and/or individual students	Hallock, Rebecca, rebecca.hallock@polk-fl.net
Assessment Action Step 3: Students will track their own assessment data in their student success notebook for accountability and engagement	Best, Kimberly, kimberly.best@polk-fl.net
Professional Learning Action Step 1: Train all new teachers/hires on school literacy initiatives	Hallock, Rebecca, rebecca.hallock@polk-fl.net
Professional Learning Action Step 2: Reading coach will plan with each grade level on a monthly basis and provide professional learning needs	Hallock, Rebecca, rebecca.hallock@polk-fl.net
Professional Learning Action Step 3: Leadership will model in classrooms, as needed	Farrens, Tammy, tammy.farrens@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.

To build a positive school culture and environment ensuring all stakeholders are involved, Combee Academy uses a tiered approach.

Tier 1:
-Eric Jensen's Teaching with Poverty in Mind (teachers participate in a book study and are expected to embed the strategies).
-Florida PBIS initiatives/CHAMPS
-Sanford Harmony/Positive Action: fifteen-minute daily school-wide social/emotional curriculum
-Child Safety Matters: student safety

Tier 2:
-Holyoake Drumbeat: building resilience through rhythm
-Peer Mediation: conflict resolution sessions led by students
-Zones of Regulation: self-regulation to identify emotions and tools
-Safer Smarter Kids
-Small group counseling

Tier 3:
-Check in/Check out
-In class supports (teacher and student modeling of behavior expectations)
-Peer Mentoring
-Positive Behavior Intervention Plans
-Individual counseling

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

All stakeholders have a role in promoting a positive school culture and environment at the school.

Tier1: Teachers, Leadership Team, Behavior Interventionist, Guidance Counselor

Tier 2: Leadership Team, ESE Staff, Behavior Interventionist, Guidance Counselor

Tier 3: Administration, Behavior Interventionist, Guidance Counselor, Mental Health Facilitator