Polk County Public Schools

Fort Meade Middle/Senior High School

2023-24

Schoolwide Improvement Plan (SIP)

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Fort Meade Middle/Senior High School

700 EDGEWOOD DR N, Fort Meade, FL 33841

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

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Blankenship, Matt	Principal	Whole School Management Math and Reading Course Progressions Professional Development Title 1 Budget and Finance
Simmons, Dana	Assistant Principal	Master Schedule High School Curriculum and Instruction Assessments English / Language Arts ESOL
Fisher, Summer	Assistant Principal	Middle School Curriculum and Instruction Career Academies Biology / 8th Grade Science Social Studies Attendance New Teachers / PEC Program Family Outreach
Dent, Jason	Assistant Principal	Discipline Facilities ESE School Safetry
Cornelius, Jemalle	Dean	Student Discipline
Cannon, Susan	Reading Coach	ELA, Reading and Social Studies Instructional Coach New Teacher Support Collaborative Planning
Myers, Cynthia	Math Coach	Math and Science Instructional Coach New Teacher Support Collaborative Planning

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Advisory Council was used to provide feedback and direction for the development of the school improvement plan. The School Advisory Council is made up of community, teacher, staff and student members and meet monthly from August to May each school year.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored by the principal for implementation and its impact on increasing student achievement. It will be reviewed at the end of each quarter utilizing all available data to determine growth. At that time adjustments to the school improvement plan will be made as needed based on the goals set within.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	67%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	35	38	40	113
One or more suspensions	0	0	0	0	0	0	49	45	35	129
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	4	27	57	88
Course failure in Math	0	0	0	0	0	0	27	31	40	98
Level 1 on statewide ELA assessment	0	0	0	0	0	0	47	40	51	138
Level 1 on statewide Math assessment	0	0	0	0	0	0	54	41	37	132
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	45	40	50	135
	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 that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	50	54	72	176

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	8	10	19
Students retained two or more times	0	0	0	0	0	0	2	5	13	20

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	30	38	31	193
One or more suspensions	0	0	0	0	0	0	10	40	59	235
Course failure in ELA	0	0	0	0	0	0	0	15	22	60
Course failure in Math	0	0	0	0	0	0	4	8	7	50
Level 1 on statewide ELA assessment	0	0	0	0	0	0	47	49	54	288
Level 1 on statewide Math assessment	0	0	0	0	0	0	55	55	41	223
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	27	41	56	241

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	10	12	29
Students retained two or more times	0	0	0	0	0	0	1	7	15	42

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	30	38	31	99
One or more suspensions	0	0	0	0	0	0	10	40	59	109
Course failure in ELA	0	0	0	0	0	0	0	15	22	37
Course failure in Math	0	0	0	0	0	0	4	8	7	19
Level 1 on statewide ELA assessment	0	0	0	0	0	0	47	49	54	150
Level 1 on statewide Math assessment	0	0	0	0	0	0	55	55	41	151
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	27	41	56	124

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	10	12	22
Students retained two or more times	0	0	0	0	0	0	1	7	15	23

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	34	38	50	41	41	51	42		
ELA Learning Gains				48			43		
ELA Lowest 25th Percentile				40			31		
Math Achievement*	37	24	38	41	35	38	37		
Math Learning Gains				49			35		
Math Lowest 25th Percentile				49			38		
Science Achievement*	44	50	64	36	26	40	38		
Social Studies Achievement*	48	50	66	56	39	48	51		
Middle School Acceleration	57			42	41	44	52		
Graduation Rate	90	84	89	97	52	61	97		
College and Career Acceleration	38	54	65	39	55	67	61		
ELP Progress	38	40	45	44			33		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	386
Total Components for the Federal Index	8

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	90

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	582
Total Components for the Federal Index	12
Percent Tested	98
Graduation Rate	97

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	32	Yes	4	
ELL	33	Yes	1	
AMI				
ASN				
BLK	38	Yes	1	
HSP	45			
MUL	33	Yes	1	
PAC				
WHT	59			
FRL	45			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	**Federal Percent of Points Index**	**Subgroup Below 41%**	**Number of Consecutive years the Subgroup is Below 41%**	**Number of Consecutive Years the Subgroup is Below 32%**
SWD	34	Yes	3	
ELL	43			
AMI				
ASN				
BLK	45			
HSP	49			
MUL	53			
PAC				
WHT	51			
FRL	48			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22**	**C & C Accel 2021-22**	**ELP Progress**
All Students	34			37			44	48	57	90	38	38
SWD	11			18			11	32		27	6	
ELL	17			25			32	34		13	7	38
AMI												
ASN												
BLK	27			26			26	32		25	6	
HSP	32			33			41	49	56	29	8	36
MUL	25			40							2	
PAC												
WHT	41			47			58	56	56	62	7	
FRL	31			34			40	47	55	36	8	28

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	41	48	40	41	49	49	36	56	42	97	39	44
SWD	16	27	24	21	43	45	18	33		92	17	
ELL	28	49	46	30	40	39	26	50		100	23	44
AMI												
ASN												
BLK	31	42	42	28	45	62	26	53		94	27	
HSP	37	49	43	38	46	44	31	60	60	100	32	44
MUL	55			50								
PAC												
WHT	49	48	34	49	54	50	43	52	26	93	58	
FRL	35	45	41	38	49	50	30	54	52	97	35	45

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	42	43	31	37	35	38	38	51	52	97	61	33
SWD	15	26	27	16	24	36	22	22				
ELL	27	35	24	27	27	30	13	50				33
AMI												
ASN												
BLK	34	38	20	26	32	26	14	19		100	38	
HSP	39	41	30	33	34	36	35	56	50	100	63	33
MUL												
PAC												
WHT	50	47	36	48	38	48	49	63	57	94	67	
FRL	38	41	28	32	33	35	36	49	46	97	50	27

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	40%	40%	0%	50%	-10%
07	2023 - Spring	30%	36%	-6%	47%	-17%
08	2023 - Spring	31%	39%	-8%	47%	-16%
09	2023 - Spring	37%	39%	-2%	48%	-11%
06	2023 - Spring	33%	35%	-2%	47%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	38%	38%	0%	54%	-16%
07	2023 - Spring	38%	35%	3%	48%	-10%
08	2023 - Spring	50%	42%	8%	55%	-5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	34%	33%	1%	44%	-10%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	37%	16%	50%	3%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	22%	37%	-15%	48%	-26%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	50%	3%	63%	-10%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	53%	65%	-12%	66%	-13%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	37%	49%	-12%	63%	-26%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data that showed the lowest performance was English / Language Arts, US History and 8th grade Science. English / Language Arts had a significant drop when the test was solely based on reading proficiency and no longer included a writing portion - a piece we historically performed very well in. US History and 8th Grade Science remained similar to previous years performance but still significantly lower then acceptable and compared to others.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The biggest declines from previous years occurred in civics, geometry and 9th grade ELA. Civics dropped proficiency 19% from previous year and the main difference is the teaching practice of the teacher changed based on the use of 1:1 technology. In addition, the drop in proficiency mirrored the ELA drop for the grade level.
Geometry dropped 20% from previous year and the main difference is the teaching practice of the teacher changed based on the use of 1:1 technology. In both cases, instruction moved from teacher led and facilitated to student led through the online platform. This reduced teacher to student interaction and student to student interaction. 9th grade ELA dropped 16% points from the previous year. The English teacher struggled with providing and implementing standards based instruction. In addition, the English teacher resigned early March 2023 leaving the students with out a English certified teacher until the end of the year and the reading teacher was reassigned to a different position in February 2023 based on concerns with classroom culture. While a non reading and non English certified teacher provided standards based lesson designed by our reading coach, the in classroom instruction suffered.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

8th grade science and Geometry had the biggest gaps between the school and state averages. 8th grade science had a 26% difference. While we made improvements in school based gains, we still lag behind the state in performance. This can be attributed to a lack of foundational skills in students from 6th - 8th grade. Students often did not received standards based instruction for the past three years at all

three grade levels. Geometry had a 26% difference. The main difference is the teaching practice of the teacher changed based on the use of 1:1 technology. Instruction moved from teacher led and facilitated to student led through the online platform. This reduced teacher to student interaction and student to student interaction.

Which data component showed the most improvement? What new actions did your school take in this area?

The biggest improvements this year occurred in Biology, Algebra 1 and 6th grade math. Biology raised proficiency 14% from the previous year. This year we had a new teacher who focused on standards based exploratory activities throughout the school year. The activities were a change from the previous year where instruction would focus on lecture and demonstration. Algebra 1 raised proficiency 10% this year from the previous year. At the beginning of the year a teacher change was made. The new teacher focused on students building of mathematical thinking by using immediate feedback. This was accomplished through visual work on whiteboards with immediate teacher and peer feedback. In addition, students who were on grade level or below (level 1s - 3s) were provided supplemental instruction in in a 2nd block for a continuous 100 minute class period daily as opposed to 50 minutes daily in previous year. In both Biology and Algebra 1, students who were struggling with topics also attended pull out sessions twice weekly from February through April on commonly missed topics. 6th grade math had a 9% increase in proficiency. This course had a teacher change in October based on teacher resignation. The new teacher focused on immediate feedback and through formative assessments and provided small group instruction.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our first concern is attendance where 37.4% of students missed more than 10% of school last year. The highest grades being 10th, 11th and 12th with close to half the grade missing more than 10%.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Standards based instruction.
2. Continue implementation of 1:1 to augment instruction, not supplant instruction
3. Providing additional remediation to struggling students based on formative and summative data through small group and pull out instruction.
4. Build understanding of the purpose of school through a college and career readiness framework.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our first area of Focus will be providing benchmark aligned instruction. This was identified through reflection of data in our areas performing the lowest or experiencing the biggest drop in performance over previous years. This will allow the teachers to focus on delivering aligned instruction to benchmarks and prepare instruction to meet the needs of all students.

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 23-24 school year, all assessed areas will increase by 3 percentage points over the previous year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through the standards based instruction tool for use of grade level and standards aligned tasks. In addition, Administrators and Academic Coaches will review Learning Arcs developed during collaborative planning to ensure tasks are aligned and provide feedback for improvement as appropriate. Finally, growth in each area will be monitored and tracked after each assessment administration in October, January and May.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Members of administration will complete walkthroughs focused on examining the tasks being placed in front of students to complete. This will specifically look to see if it aligns to the benchmark to the appropriate depth. This is based on the research from the Opportunity Myth.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This strategy will ensure all students are given grade level work and provide them an opportunity to get back to grade level faster.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Train admin team on tool used to complete walkthroughs.

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

By When: August 1st, 2023.

Train new staff on use of the learning arc to ensure grade level benchmarks are assessed with aligned tasks.

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

By When: August 3rd, 2023.

Review the learning arc with all staff during planning week.

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

By When: By August 10th, 2023.

Calibrate administrative team to ensure inter rater reliability.

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

By When: By August 31st, 2023 then weekly for remainder of the year.

Admin and academic coaches complete common planning with teachers to locate and refine tasks that align to the benchmark and grade level appropriateness.

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

By When: Begin by August 22nd, 2023 and complete weekly.

Provide all day planning sessions quarterly for all core content areas focused on aligned tasks and assessments.

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

By When: By the end of each academic quarter.

Each administrator will complete six standards based instructional walkthroughs a week within assigned area and provide feedback to teachers on alignment.

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

By When: Begin by August 22nd, 2023 and complete weekly.

Review school wide data for trends in Standards Based Instruction tool to identify areas of need and support.

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

By When: Begin by August 31st, 2023 and complete monthly.

Provide accommodation information for students with disabilities, students with 504 plans and English Language Learners to teachers.

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

By When: August 31st, 2023.

Provide training to all staff on providing accommodations in the classroom.

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

By When: September 30th, 2023.

Specifically identify strategies to be used to support students with disabilities in common planning.

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

By When: Begin by August 18th, 2023 and continue weekly through common planning.

Review formative and summative assessment data for students with teachers identifying performance gaps and developing strategies to lessen the gap.

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

By When: By October 27th, 2023 then each quarter with new assessment data.

Provide feedback on Learning Arcs to teachers to improve quality.

Person Responsible: Matt Blankenship (matthew.blankenship@polk-fl.net)
By When: Monthly

#2. Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our second area of Focus will be providing targeted intervention in reading and math through implementation of SRA and Math 180 programs. This was identified through reflection of data in these critical areas needed for basic instruction. This will allow students falling way behind grade level the opportunity to receive targeted instruction to meet their needs and accelerate growth to grade level.

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 23-24 school year, 65% of students participating in intervention programs will grow by 1.5 grade levels or years as measured by the SRA and Math 180 diagnostic and growth indicators.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through weekly walkthroughs using program created tools to ensure implementation with fidelity. In addition, the formative assessments within each program will be monitored to ensure growth of students and adjustments as needed.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The SRA program focuses on building strong phonics and fluency in students who encounter issues with reading. This will allow students to build fluency and move closer to grade level in reading. The Math180 program is focused on foundational skills tied to grade level mathematical proficiency to ensure students can access grade level content.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This strategy focuses on building skills missed in previous grades to allow for greater success.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Identify students to participate in the intervention programs.

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

By When: By July 31st, 2023 and ongoing screening for new enrollees.

Schedule students into appropriate courses.

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

By When: By August 11th, 2023 then ongoing.

Provide training to teachers to implement program.

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

By When: August 4th, 2023.

Provide academic coach support to teachers during implementation and throughout the year.

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

By When: Start on August 3rd, 2023 and on going throughout the year.

Review screening data with teachers and students through data chats.

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

By When: Complete first round by August 31st, 2023 and then complete after each assessment.

Complete observation tools focused on implementation weekly. Provide feedback and coaching to teachers.

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

By When: Start by August 31st, 2023 and complete weekly the remainder of the school year.

Review appropriate student placement twice a quarter to ensure appropriate placement.

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

By When: Start by October 13th, 2023 and continue quarterly.

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our Early Warning System shows 37.4% of students last year missed more than 10% of school causing them to miss valuable instruction and limited growth and performance potential. Through discussion with our School Advisory Council, Students and Staff, many report students do not feel a need or reason to attend school or understand how it is preparing them for post secondary opportunities.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Students who miss more than 10% of school will decline to 25% at the end of the 23-24 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through weekly attendance data for improvement in attendance.

Person responsible for monitoring outcome:

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

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

AVID data shows students who find a purpose in school are more likely to attend and succeed in courses. Using their model, we are going to spend time specifically teaching how school prepares students for post secondary options and what they need to do to reach their goals.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

This strategy will specifically help students find a purpose in school and why it is important to attend and how it will prepare them for future endeavors.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 EWS data related to attendance for trends and high risk students.

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

By When: July 31st, 2023.

Create framework for support utilizing the attendance clerk, student success coach, district based community facilitator and administration to support students missing school.

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

By When: July 31st, 2023.

Decorate strategic bulletin boards across campus with post secondary opportunities and requirements.

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

By When: August 10th, 2023 then update monthly.

Implement learning series focused on post secondary opportunities and items needed to reach goals.

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

By When: Review with staff by August 10th, 2023 and implement monthly on early release days.

Make positive contact calls with all students and families who missed more than 10% during the 2022-23 school year.

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

By When: August 31st, 2023

Send out attendance letters as appropriate for 5 and 10 days.

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

By When: Start by August 25th, 2023 and continue weekly until end of year.

Schedule attendance meetings as needed to create an attendance plan with family, student and administration.

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

By When: Start by September 1st, 2023 and continue as needed.

Refer continuous attendance issues to community liaison as needed.

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

By When: Start by September 29th, 2023 and continue as needed.

Create attendance incentive program and implement

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

By When: Create by August 1st, 2023 and implement monthly.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

To ensure our funding is tied to actions that will support student growth, we completed several processes to review data on multiple levels. First, we completed a Comprehensive Needs Assessment to identify areas of concerns. From this, we listed out all possible resources we could use to ensure the area is supported to grow and connected necessary funding needed for success. In addition, we participated in a regional Data Com where school level data was presented and reviewed for district based supports and peer schools to gather ideas of how to improve student performance in all areas of concern. Finally, our school improvement plan was reviewed by regional superintendents and title 1 to ensure alignment of funds to school needs.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

We disseminate the school improvement plan in multiple ways. This includes being posted on our website (fmmshs.polkschoolsfl.com), school district website (polkschoolsfl.com) and paper copies provided in our Front Office for review through our Parent Engagement Notebook. In addition, we make it available for input and review at our School Advisory Council meetings, the Annual Meeting and families nights held throughout the year.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We plan to build positive relationships with our families and community stakeholders through a variety of methods. First, we will hold a professional development with all staff members during planning week on the importance of and ways to build positive relationships with families. Next we will establish an easy method for families to schedule conferences with teachers and staff through our website and social media channels. This will include how to access our Parent / Family Engagement plan on our website (fmmshs.polkschoolsfl.com) and where to access our Parent Engagement Plan in the front office. We also will have an annual meeting and open house during the 1st four weeks of school to allow families the opportunity to meet with staff members and ask any questions they have. Finally, we will host additional capacity building nights throughout the year to support families supporting students.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

We plan to strengthen the academic programs in our school through multiple methods. First, we have dedicated an area of focus in our school improvement plan (Area of Focus #1) on ensuring students are receiving standards based instruction on grade level. This includes a strong monitoring program and dedicated time to participate in professional development and common planning on a regular basis. Next, we have several supplemental staff members dedicated to serving students and teachers. This includes our Literacy Coach, Math Coach and Student Success Coach. We also provide several opportunities for students to participate in tier 2 and 3 tutoring both during and after the school day to ensure we meet the needs of all students. This includes pull out instruction and extended learning after the school day. Finally, we are offering time afterschool for teachers to participate in paid planning with an academic coach or administrator to provide additional support to teachers needing additional support.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed in coordination and integration with multiple stakeholders supporting all our students. This includes regional data com where school data and other relevant information was presented to senior district leadership members representing Title 1, ESOL, Migrant, Workforce and Acceleration along with curriculum and instruction to identify our areas of most need. In addition, the Title 1 office provided training and reviewed the school improvement plan to provide additional guidance and support for our most needed areas. Finally, we work closely with the migrant family liaison stationed on our campus to ensure we support this large portion of our population.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

To ensure our students are receiving whole child supports we partner our school based teams with both district support teams and community based teams. On the school level, our counselors provide one-on-one and group counseling sessions as needed and identified by our MTSS team or individual staff members. As needed, our school counselors reach out to district based mental health facilitators who can provide more in depth support to students. The district based mental health facilitators provide intensive one-on-one sessions along with developing social norm groups for students struggling socially. Finally, as needed in crisis situations, we utilize community based programs through the Peace River Center and Sweet Center housed in Winter Haven Hospital.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

To ensure our students and families are aware of postsecondary opportunities we provide guidance classroom visits and building capacity events. Our guidance classroom visits occur throughout the year and allows time for our counselors to present information to all students on opportunities available both at our school (AP, Dual Enrollment and Career Academies) and at other locations (IB/Cambridge and Vocational Schools). These visits focus on both opportunities and requirements for all grade levels. Our building capacity events include our open house and other family nights that feature representatives from our partner schools to give families time to ask questions and gather information about opportunities available to students.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

We have implemented an MTSS model to identify and implement services for all students. First, we provide a school wide PBiS model outlining expectations for all students in all areas of school. This includes behavior, academic and attendance. Next, we utilize an MTSS team comprised of administration, counselors, teachers and support staff to review data from attendance, academics and behaviors to identify areas of concern and individual student needs. That team then assigns steps and

actions to be implemented to support student success. Students still displaying areas of concern are then referred for tier 3 interventions and possible identification of additional support through IDEA. This includes further observation and assessment by school psychologist and counselors as needed for determination of placement into specialized programs in ESE, 504 or ESOL.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

We utilize weekly planning with teachers to implement professional learning on utilizing assessments to drive instruction. This includes completing a review of all data with all stakeholders at the beginning of each year then diving into individual data chats with teachers throughout the first month of school. Next, common planning time each week is devoted to reviewing and planning based on formative and summative assessments each week. Teachers needing additional support meet individually with academic coaches and/or administration as needed to ensure data based instruction is occurring. Administration participates in trainings on recruitment and retention of effective teachers through our regional meetings with recruitment and educator quality department. This occurs over the summer and quarterly as needed. In addition, as a title 1 school our staff receive a stipend each semester to help retain quality educators. Finally, we participate in our teacher engagement ambassador program where a key staff member on campus regularly checks in and provides PD to new teachers to ensure a connection is made and support is provided.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

We provide support to assist in the transition from early childhood to elementary programs by providing information to our families about available opportunities within our community. In addition, the principal participates in the elementary school advisory council and provides input on available services and support.