

Polk County Public Schools

Frostproof Middle/Senior High School



2023-24

Schoolwide Improvement Plan (SIP)

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Frostproof Middle/Senior High

1000 PALM AVE N, Frostproof, FL 33843

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

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.

Mission Statement

To build a safe, comprehensive educational community which creates life-long learners, optimizes each child's potential to achieve academic success, promotes diversity, enhances self-esteem, and builds personal responsibility through rigorous instruction and an infusion of technology in a well-articulated curriculum.

Provide the school's vision statement.

Vision Statement

To develop responsible, productive members of our global society.

School Leadership Team, 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
WINDHAM, KYLE	Principal	Principal: Provides the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. Ensures implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning. Provides a common vision for the use of data-based decision making. Monitors the educational practices of all the teachers.
Davis, Melodie	Assistant Principal	Assistant Principal for Curriculum: Assists the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. Ensures implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning. Provides information regarding the course of study for the individual student according to the Student Progression Plan. Specifically monitors the educational practices of the English and Reading teachers.
Frazier, Dwight	Assistant Principal	Assists the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. Ensures implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning. Provides information regarding the individual student's discipline record, as well as an insight to the reasons for student behavior. Directs the plan for a safe and orderly school. Specifically monitors the educational practices of the elective teachers.
Capers, Tiffany	Assistant Principal	The Assistant Principal II - Head of Programs will be able to provide additional staff to assist with the evaluative walkthroughs and other routine job functions of an existing Assistant Principal. Assists with oversight and responsibility for school's instructional program, to include career education, and its results. Provides the structure for progress monitoring. Specifically monitors the educational practices of the science department and of the specific academies.
Mobley, Tiffany	Dean	Provides information regarding the individual student's discipline record, as well as insight to the reasons for student behavior. Monitors school areas to ensure safe and orderly behavior by students and staff.
Demarco, Nancy	Graduation Coach	Provides assistance to identified middle and high school students, individually and in groups which includes but is not limited to analyzing data to identify students or subgroups with potential high school graduation problems, including core course completions, state required

Name	Position Title	Job Duties and Responsibilities
		<p>assessments, grade point average, college and career planning, implementing and tracking individual high school graduation plans; identifying and resolving barriers to graduation, and facilitating smooth transitions from middle school to high school to postsecondary education.</p>
Seaser, Nyamekyer	Instructional Coach	<p>Delivers 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. Provides guidance to English, reading, and social studies teachers on implementing literacy at Frostproof Middle Senior High School.</p>
Marsh, Richie	Behavior Specialist	<p>This position exists to assist leadership with the development of individual, class and schoolwide behavior interventions and to deliver appropriate teacher-to-teacher professional learning and support, resulting in improved effectiveness of classroom management, instructional practices, increased learning time for students, and enhanced student achievement. The Behavior Interventionist is responsible for teacher-to-teacher classroom support, modeling, mentoring, and collaborating to promote better behavior management strategies for teachers and students. This position will also be responsible for supporting teachers in data collection, analysis, interpretation and usage; research-based behavior strategies and programs; and school improvement.</p>
Davisson, Robin	Administrative Support	<p>Testing Coordinator: Analyzes test results, prepares reports, maintains longitudinal student achievement data, and provides other information as necessary to assist principals and others in the documentation of student learning gains for school improvement. Coordinates and supervises implementation and administration of testing programs and interpretation of results. Assigns, trains, directs and supervises support staff assigned to testing programs. Monitors proper use, dissemination and maintenance of score reports. Ensures security of test forms and related materials.</p>
Youtsler, Anne	School Counselor	<p>School Counselor: Provides a comprehensive counseling program that addresses academic, personal/social, and career development by designing, implementing, evaluating and enhancing a program that promotes student achievement. (The objectives of the guidance program are outlined in the Polk County Developmental Guidance Plan and include services to students, parents, staff and the community.) The comprehensive developmental school counseling program provides education, prevention, intervention, and advocacy.</p>
Thornton, Felecia	School Counselor	<p>School Counselor: Provides a comprehensive counseling program that addresses academic, personal/social, and career development by designing, implementing, evaluating and enhancing a program that</p>

Name	Position Title	Job Duties and Responsibilities
		<p>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.</p>
Johnson, Mykira	School Counselor	<p>School Counselor: Provides a comprehensive counseling program that addresses academic, personal/social, and career development by designing, implementing, evaluating and enhancing a program that promotes student achievement. (The objectives of the guidance program are outlined in the Polk County Developmental Guidance Plan and include services to students, parents, staff and the community.) The comprehensive developmental school counseling program provides education, prevention, intervention, and advocacy.</p>
Duke, Amy	Teacher, K-12	<p>Teacher / Leader: Provides direction and information about core instruction, participate in student data collection, deliver Tier 1 instruction/ intervention, and collaborate with other staff to implement Tier 2 interventions.</p>
Hadden, Pamela	Teacher, K-12	<p>Teacher / Leader: Provides direction and information about core instruction, participate in student data collection, deliver Tier 1 instruction/ intervention, and collaborate with other staff to implement Tier 2 interventions.</p>
Mulder, Julie	Teacher, K-12	<p>Teacher / Leader: Provides direction and information about core instruction, participate in student data collection, deliver Tier 1 instruction/ intervention, and collaborate with other staff to implement Tier 2 interventions.</p>
Nicholson, Rachel	Teacher, K-12	<p>Teacher / Leader: Provides direction and information about core instruction, participate in student data collection, deliver Tier 1 instruction/ intervention, and collaborate with other staff to implement Tier 2 interventions.</p>
Emery, Dean	Teacher, K-12	<p>Teacher / Leader: Provides direction and information about core instruction, participate in student data collection, deliver Tier 1 instruction/ intervention, and collaborate with other staff to implement Tier 2 interventions.</p>
Schulze-Lock, Arlette	Teacher, K-12	<p>Teacher / Leader: Provides direction and information about core instruction, participate in student data collection, deliver Tier 1 instruction/ intervention, and collaborate with other staff to implement Tier 2 interventions.</p>

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

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.

Stakeholders have several ways in which they can be involved in the development of the School Improvement Plan. When data from the previous year becomes available, it is analyzed by the leadership team to determine the areas which need to be addressed. Tier 2 and 3 interventions that can be implemented are discussed to increase achievement for those groups which do not show improvement. Teachers and school staff discuss the data at preplanning meetings, PLC's, and individually for their students. The school staff is asked for input through surveys and SIP reviews to determine areas of need in our school. Students, families, and business and community leaders are invited to our Title 1 spring meetings, fall annual meetings and to complete surveys for input into the school improvement plan. This information from these sources is used to write the School Improvement Plan. These groups are then asked to review the SIP to ensure it covers the needs areas for our school.

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))

Progress monitoring data will be analyzed and compared to previous assessment data and the goals set by the SIP. Efforts will be made to ensure populations, especially subgroups, with the greatest achievement gaps are placed in Tier 2 and Tier 3 interventions.

There is a mid-year progress check on the school improvement plan. Progress monitoring data is disaggregated to determine what gains have been made and how the plan needs to be adjusted.

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	59%
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: B 2018-19: B 2017-18: C
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	60	62	65	187
One or more suspensions	0	0	0	0	0	0	54	69	53	176
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	5	13	9	27
Course failure in Math	0	0	0	0	0	0	8	11	11	30
Level 1 on statewide ELA assessment	0	0	0	0	0	0	63	60	70	193
Level 1 on statewide Math assessment	0	0	0	0	0	0	71	70	61	202
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	58	59	72	189
	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level 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	63	73	66	202

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	5	7	13
Students retained two or more times	0	0	0	0	0	0	2	4	3	9

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	52	54	70	407
One or more suspensions	0	0	0	0	0	0	65	58	56	316
Course failure in ELA	0	0	0	0	0	0	24	15	57	189
Course failure in Math	0	0	0	0	0	0	16	24	20	158
Level 1 on statewide ELA assessment	0	0	0	0	0	0	51	56	66	364
Level 1 on statewide Math assessment	0	0	0	0	0	0	63	65	49	308
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	56	65	75	391

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	70	75	78	452

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	5	3	8	73
Students retained two or more times	0	0	0	0	0	0	3	2	4	52

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	52	54	70	176
One or more suspensions	0	0	0	0	0	0	65	58	56	179
Course failure in ELA	0	0	0	0	0	0	24	15	57	96
Course failure in Math	0	0	0	0	0	0	16	24	20	60
Level 1 on statewide ELA assessment	0	0	0	0	0	0	51	56	66	173
Level 1 on statewide Math assessment	0	0	0	0	0	0	63	65	49	177
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	56	65	75	196

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	70	75	78	223

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	5	3	8	16
Students retained two or more times	0	0	0	0	0	0	3	2	4	9

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*	35	38	50	37	41	51	34		
ELA Learning Gains				44			40		
ELA Lowest 25th Percentile				40			33		
Math Achievement*	37	24	38	35	35	38	33		
Math Learning Gains				48			34		
Math Lowest 25th Percentile				44			36		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	37	50	64	40	26	40	40		
Social Studies Achievement*	59	50	66	55	39	48	53		
Middle School Acceleration	65			56	41	44	62		
Graduation Rate	84	84	89	90	52	61	85		
College and Career Acceleration	47	54	65	44	55	67	44		
ELP Progress	36	40	45	21			38		

* 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	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	400
Total Components for the Federal Index	8
Percent Tested	97
Graduation Rate	84

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	554
Total Components for the Federal Index	12
Percent Tested	97
Graduation Rate	90

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	28	Yes	4	2
AMI				
ASN				
BLK	34	Yes	2	
HSP	47			
MUL	49			
PAC				
WHT	58			
FRL	44			

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	32	Yes	3	
ELL	31	Yes	3	1
AMI				
ASN				
BLK	39	Yes	1	
HSP	47			
MUL	43			
PAC				
WHT	51			
FRL	41			

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	35			37			37	59	65	84	47	36
SWD	19			18			18	34		28	7	20
ELL	23			29			7	45			5	36
AMI												
ASN												
BLK	18			24			24	42		13	6	
HSP	33			35			37	58	56	41	8	36
MUL	43			55							2	
PAC												
WHT	41			42			39	65	69	63	7	
FRL	30			32			29	54	51	39	8	37

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	37	44	40	35	48	44	40	55	56	90	44	21
SWD	17	37	36	14	37	41	25	25		71	20	
ELL	16	36	43	23	43	50	9	34				21
AMI												
ASN												
BLK	22	42	37	26	44	43	22	33		91	29	
HSP	35	46	39	36	48	42	39	58	58	93	46	21
MUL	47	40		40	46							
PAC												
WHT	42	44	45	38	50	47	47	59	53	88	51	
FRL	28	40	39	28	44	45	31	46	39	89	40	18

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	34	40	33	33	34	36	40	53	62	85	44	38
SWD	10	24	26	5	25	29	7	19		88	7	
ELL	21	38	35	24	33	35	19	40	55	94	59	38

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
AMI												
ASN												
BLK	19	28	29	20	28	18	15	23		92	22	
HSP	35	42	33	35	38	40	40	53	64	88	47	38
MUL	29	23										
PAC												
WHT	37	40	35	36	32	40	47	61	59	78	52	
FRL	26	36	38	26	30	35	28	43	55	86	45	42

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	36%	40%	-4%	50%	-14%
07	2023 - Spring	27%	36%	-9%	47%	-20%
08	2023 - Spring	36%	39%	-3%	47%	-11%
09	2023 - Spring	37%	39%	-2%	48%	-11%
06	2023 - Spring	35%	35%	0%	47%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	33%	38%	-5%	54%	-21%
07	2023 - Spring	42%	35%	7%	48%	-6%
08	2023 - Spring	34%	42%	-8%	55%	-21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	26%	33%	-7%	44%	-18%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	37%	7%	50%	-6%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	37%	7%	48%	-4%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	44%	50%	-6%	63%	-19%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	65%	-7%	66%	-8%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	49%	10%	63%	-4%

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.

Specific areas in which we saw declines of students scoring an AL3+ on the Spring 2023 FAST/EOC were:

ELA 9th (44 to 37) and ELA 10th (39 to 36), Biology (49 to 44), 8th grade Science (27 to 26) and Civics (62 to 59).

The Spring 2023 administration of the FAST showed 43% (341/788) of our students scored an AL1 on the FAST ELA, while 48% (199/417) scored an AL1 on the FAST Math assessment.

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

The area having the greatest decline from the previous year was the Biology EOC. The Biology teacher was out on medical leave for approximately the last quarter of the school year.

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.

There are two areas in which we had a substantial gap between the school data and the state average. One was in the middle school math data. While we had significant gains in this subject, we were still 21 points below the state in 6th and 8th grade. One of our math teachers retired at the end of the first semester, so the class was taught by substitutes for the remainder of the year.

The other gap was in our science assessments. Our biology teacher was out on medical leave for most of the fourth quarter. This also required substitutes to cover the classes.

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

Areas found to show improvement for students scoring an AL 3+ were:

ELA/FAST 6 32% to 36%

ELA/FAST 7 26% to 27%

ELA/FAST 8 33% to 36%

*Math/FAST 6 24% to 33%

*Math/FAST 7 28% to 42%

Math/FAST 8 32% to 34%

Algebra EOC 53% to 54%

*Geometry EOC 37% to 44%

*US History EOC 43% to 59%

Our Reading Teachers worked individually and in groups to address data chats, implementing Achieve lessons with fidelity, and using novel sets in their classes. The Language Arts teachers worked collaboratively to plan their lessons. We did have 3 classes covered by substitutes or gains may have been more significant.

Our middle school math students who scored an AL1 and AL2 on the 2022 Math FAST were placed in an intensive math class. High school students who were not able to earn a 3 on the Algebra EOC were also placed in an intensive math class. In addition to intensive instruction on the standards being taught in the regular math class, students participated in the Imagine math curriculum on the computer. This program identifies the areas in which the student needs additional remediation and provides assignments and instruction on those skills.

Using Title 1 monies, we were able to hire a math interventionist to work with middle school students in a pull-out program.

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

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

The Early Warning System monitors indicators which can affect a student's success. The first indicator of concern is our students' attendance. We have 35.7% (401/1122) who have been absent below 90 percent of the time. While still a need, this is a 2% percent decrease from last year. For the suspension indicator, 27% (308/1122) of our students had been suspended. This is a 2% decrease from 21-22. While these are small changes, we are moving in the right direction with our efforts to effect positive changes in our students.

Another area of need is our failure rate. We had 8.6% (97/1122) course failures in ELA and 8.2% (93/1122) failures in math. Significant improvements have been made in this area. Both ELA and math percentages were over 14% last year.

The Early Warning System report shows 36% (405/1122) of our students have two or more indicators of the EWS. This percentage is down from 42% or a decrease of 6 percentage points.

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

1. Increase the number of students earning an AL 3 or higher on all FAST ELA and Math assessments, especially our high school students and Students With Disabilities, English Language Learners, and Black subgroups.
2. Identify and work with students who are on the Early Warning System list to increase their achievement level while decreasing the number of absences, suspensions and behavior interventions.
3. Develop a school culture in which students and teachers focus on building a successful school experience which will be expected in the classroom, school building and school events.
4. The school Leadership Team will meet quarterly to address school issues and plan for instruction. Administration will conduct walk-throughs to check for fidelity in implementation of standards-based lessons.
5. Increase the graduation rate and lower the drop-out rate. The senior counselor and Student Success Coach will meet with seniors to be sure they have a post-secondary plan in place. Seniors who are at-risk will be identified and their progress will be monitored. Multiple pathways and the 18 credit option will be considered for students who are missing too many credits or have a grade point average below the required 2.0.

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.

Best practices will be used to instruct the students at Frostproof Middle-Senior High School. Teachers will use the Learning Arc to plan standards-based instruction. The curriculum maps with state standards will be used as the guide to develop the daily BLAST to inform students what will be taught each day. Teachers will review student data to determine where the student is functioning and how to increase individual student achievement. Collaborative meetings will take place between department members and grade levels to determine highly-effective strategies to teach that are rigorous, engaging, and research-based. Teachers will participate in professional development that will increase their capacity to teach their subject matter with the most current information and trends. Formative and summative assessments will be used to determine student mastery. Student progress monitoring will be shared with stakeholders to determine effectiveness of instruction and further drive instruction.

Measurable Outcome:

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

Students will be able to score an AL3 or higher on progress monitoring completed throughout the school year.

Using the Spring 2024 State FAST/EOC assessments, the overall percentage of students achieving an AL3 or higher will increase to: ELA 43%, Mathematics 41%, 8th grade Science 32%, Biology 49%, and Social Studies 64%. The middle school acceleration rate will increase to 62%.

Monitoring:

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

Progress monitoring will be completed throughout the year to determine student progress. The administrative team will complete for walk throughs to ensure lessons are taught with fidelity, implementing the state standards and the new BEST standards, and the BLAST framework is displayed for students.

Person responsible for monitoring outcome:

Melodie Davis (melodie.davis@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.)

1. Students scoring an AL 1 or 2 on the FAST ELA will be enrolled in the corrective reading program. They will use the Achieve 3000 program. Students will read classroom novel sets, classroom libraries, and library books to improve reading.
2. Students scoring a AL 1 or 2 on the FAST Mathematics or Algebra EOC will be identified as needing remediation in math . Students will be enrolled in an intensive math program which utilizes in-class instruction and the Imagine Math program.
3. Science activities will be designed to be more hands-on and rigorous to increase achievement. Teachers will be encouraged to use GIZMOS labs.
4. Teachers will collaborate to develop packets for parents to work with their children to improve reading achievement.
5. Students who are not earning a C or higher or who do not have an AL3+ will be encouraged to attend extended learning activities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Highly-effective, standards-based lessons are critical for the success of our students. These lessons should be based on the Learning Arc. Tier 2 interventions for struggling students, are imperative for the success of our students. Programs, such as corrective reading, Achieve 3000, Imagine Math and Gizmos can assist these students.

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.

1. Teachers will use student data and timelines in the Polk County Schools curriculum maps, which are based on the state standards, to drive instruction.
2. Extended Learning and test preparation sessions will be provided to assist with student achievement.
3. Families and the community will be informed of school procedures, policies, events and ways to become engaged in the school. Parent engagement that involves teaching parents how to help their students at home will be implemented.
4. Technology, supplies, classroom libraries, Media Center books and additional resources will be provided to students and staff.
5. Professional learning communities will focus on data chats to monitor progress throughout the school year.

Person Responsible: Melodie Davis (melodie.davis@polk-fl.net)

By When: Implementation of this Area of Focus is ongoing. It will conclude in May of 2024.

#2. 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 2022-2023 Early Warning System provides data on students who are not being successful due to issues with attendance, discipline, retention, subject area failures, or not meeting state assessment requirements. These students will need assistance in order to progress with their cohort, graduate from Frostproof Middle Senior High School and engage in post-secondary education and training programs. Subgroup data for the Spring 2023 FAST/EOC assessments is not available, but the expectation is that the required 32% and 41% Federal Percent of Points will be exceeded by all subgroups.

Measurable Outcome:

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

Using the 2023-2024 EWS, data will show an improvement to the following goals:

Attendance below 90% of the time will improve to 30%.

Suspensions will decrease to 22%.

Course failures for ELA will decrease to 5.6% while math will decrease to 5.2%.

Students with two or more indicators will decrease to 31%.

Subgroups will meet the Federal Percent of Points Index minimum of 32% or 41% (previously SWD, ELL, and Black students).

Monitoring:

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

Administration will meet with the leadership team to track the progress of students in the Early Warning System. Data from the Early Warning System will be analyzed to determine positive progress in student grades, attendance, and behaviors.

Person responsible for monitoring outcome:

Dwight Frazier (dwight.frazier@polk-fl.net)

Evidence-based 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.)

1. Students will be identified who meet one or more of the indicators of the Early Warning System. A plan will be developed to help these students to successfully complete the 2023-2024 school year.
2. Students who are chronically absent will be identified. Parents will be contacted and consequences for continued truancy will be implemented. Students who show improvement in their attendance rate will receive an reward.
3. Progressive discipline will be used to correct inappropriate behavior.
4. Students with more than one indicator will be mentored.
5. The REAL Academy and Virtual Lab will be utilized to work with the students, so they are able to successfully complete the courses or credits needed to participate with their graduation cohort or improve their grade point average.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Mentoring is a proven strategy for positive youth development. Youth are more likely to succeed when they have the additional support of a caring, consistent adult mentor. Having a mentor can enhance a young person's learning skills, help build self-efficacy and develop academic stamina to earn a high school diploma.

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.

1. Students will be identified who meet one or more of the indicators of the Early Warning System. A plan will be developed to help these students to successfully complete the 2023-2024 school year.
2. Students will be identified who meet two or more of the indicators of the Early Warning System. Mentors will be assigned to these students.
3. The principal will meet with students in grade level meetings at the beginning of the school year. The discipline policy of Frostproof Middle Senior High School will be covered, so all students are aware of the expectations.
4. Chronically absent students will be identified and parents contacted. Students may be referred to the county attendance program.
5. The REAL Academy and Virtual Lab will work with the students, so they are able to successfully complete the courses or credits needed to be placed with their graduation cohort.

Person Responsible: Dwight Frazier (dwright.frazier@polk-fl.net)

By When: Students will be identified in the EWS by the end of the first quarter. The attendance list will be monitored monthly and parents contacted. Efforts will be ongoing.

#3. Graduation specifically relating to Graduation

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.

The main focus of all high school education is to graduate with a regular high school diploma. In order to accomplish this goal, students must earn 24 credits, or 18 credits with the ACCEL diploma option, in the appropriate courses, have a minimum 2.0 grade point average, and pass the FAST ELA and Algebra EOC assessments or concordant scores.

Recent graduation rates, which have a year lag, include:

2022-2023 80.1% (expected graduation rate)

2021-2022 83.7%

2020-2021 90.1% (assessment requirement waived)

2019-2020 84.9% (assessment requirement waived)

2018-2019 87.7%

2017-2018 87.2%

2016-2017 78.6%

Measurable Outcome:

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

The graduation rate for the 2023 - 2024 school year will be 86%.

Monitoring:

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

The graduation rate will be determined each month, using the PRM 001 report. This will be shared with the administrative team, senior counselor, success coaches and behavior interventionist. Students with one or more indicators will be monitored.

Person responsible for monitoring outcome:

Nancy Demarco (nancy.demarco@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.)

1. Seniors will develop a post-secondary plan. Students will be introduced to post-secondary opportunities, such as: colleges, technical colleges, military, training programs and work place training programs.
2. The Virtual Lab will be utilized to work with the students so they are able to successfully complete the courses or credits needed to be placed with their graduation cohort. Students will be encouraged to attend extended learning after school to earn needed credits and improve their grade point average.
3. Administrators, Counselors, Success Coaches, and the Behavior Interventionist will work together with faculty to identify, mentor and coach students to meet graduation requirements.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Mentoring is a proven strategy for positive youth development. Youth are more likely to succeed when they have the additional support of a caring, consistent adult mentor. Having a mentor can enhance a young person's learning skills, help build self-efficacy and develop academic stamina to earn a high school diploma.

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.

1. The PRM 001 report will be used to develop a list of seniors who need additional mentoring. Students who need to utilize the 18 credit ACCEL diploma option will be identified.
2. Seniors will develop a post-secondary plan. Students will be introduced to post-secondary opportunities, such as: colleges, technical colleges, military, and work place training programs. Students who withdraw or disengage in school will be encouraged to attend an alternative program to earn their diploma.
3. Families will be contacted when students have indicators that show they may not have requirements to graduate with a high school diploma.
4. The Virtual Lab will be used by students to successfully complete credits needed to participate with their graduation cohort or improve their grade point average.
5. Administrators, Counselors, Success Coaches, and the Behavior Interventionist will work together with faculty to identify, mentor and coach students to meet graduation requirements.

Person Responsible: Tiffany Capers (tiffany.capers@polk-fl.net)

By When: The PRM report will be pulled by August 25, 2023. Senior will continue to work on their postsecondary plan throughout the year with the final product completed by May 2024.

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).

In years past, Frostproof Middle Senior High has been classified as a ATSI school because our SWD, ELL and Black subgroups did not have 41% proficiency. As an ATSI Title 1 school, Frostproof Middle Senior High School has implemented several programs to work with our populations who need interventions. We have allocated our Title 1 monies to hire a Student Success Coach, Behavior Interventionist, Literacy Coach, and paraprofessional for our REAL Academy. We have also employed a Media Center paraprofessional to help encourage students to read more. These positions address the needs of populations identified in our SIP goals. We have allocated monies to be used to provide extended learning after school and in the summer. All stakeholders have the opportunity to have input into the development of the Title 1 budget at our spring meetings, fall annual meeting, and through surveys that are distributed.

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.

A special newsletter with all the required Title 1 documents is mailed to all stakeholders by the October deadline. A summary of the School Improvement Plan, along with a link to the SIP, is provided in this special newsletter. The SIP is available to any parent making a request for the entire plan. The SIP is discussed at the spring Title 1 meetings, the fall annual meeting, and the SAC meetings. All stakeholders are invited to these meetings. A copy of the SIP information is included in the Title 1 PEN notebook which is kept in the main office for families to review. This information is also available on the school's website in the Title 1 section.

Whenever possible, materials are provided in a language the families can understand.

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))

During the school year, we include our outside stakeholders in as many school activities as possible. Families and community stakeholders are invited to the fall Title 1 annual meeting, school Open House, and the spring Title 1 meetings for planning the next year's programming. We also have parent nights to discuss postsecondary planning, assessments, curriculum offerings, graduation requirements, and progress monitoring. Information is mailed to families and outside stakeholders in the form of a newsletter. Counselors and administrators are available to meet with families upon request. In addition to report cards and interim reports, parents are notified if a student is in danger of failing a course. Every teacher's email address is available on the school's website. Teachers also make contact with parents and provide articles about their classes and programs in the monthly newsletter.

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)

Our slogan, "We teach bell to bell," is evident at Frostproof Middle Senior High School. Teachers provide bell work to engage students as soon as they enter the classroom. Teachers utilize the Learning Arc to be sure they are providing standards-based instruction which is rigorous and relevant. Instruction that is based on curriculum maps and state standards ensures all students are provided quality instruction. Teachers use lead monies or request supplies from Title 1 to provide lessons that are engaging. Teachers use progress monitoring data to drive their instruction. The new FAST tests provide results more quickly than previous assessments. This allows teachers to disaggregate data to see what material may need to be retaught and material that students have mastered.

Each week, teachers and staff receive the "Bulldog Bites" which is a communication from the principal about important issues on campus. Mr. Windham provides a weekly instructional strategy that has been proven to help student achievement.

Our middle school students are able to earn high school credit in certain classes. These credits and honors credits will go on their high school scholastic record. We have added more industry certifications and college course offerings on our campus. We now have dual enrollment articulation agreements with four of our local college and universities. Last year we added a medical academy which complements our nationally recognized Ag Academy.

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))

In 2010, Frostproof Middle Senior High School was designated as a Title 1 school. This program has provided much needed technology, books and supplies, field trips, extended learning (tutoring and summer school), training for all stakeholders, monthly newsletters, and salaries for staff positions. As a part of Title 1, the school has been certified by the Department of Agriculture to participate in the Community Eligibility Option that allows all students to receive free breakfast and lunch.

Our homeless students can receive goods and services from the HEARTH program.

Our school counselors, administrators, success coaches, and behavior interventionist mediate conflicts between students. Social and emotional services are also provided by BayCare Mental Health, Polk County School Mental Health Facilitator, and our social worker.

The School Resource Officer for our school teaches the Drug Abuse Resistance Education (DARE) program to our middle school students. Students receive a certificate after the successful completion of the program.

Our school has two academies; Ag and Medical. There are industry certifications that can be earned in Ag, Science, Business, and Medical classes.

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))

Frostproof Middle Senior High School has 3 school counselors who serve students based on grade levels. A confidential counseling list is developed to ensure students who have special mental health needs are always seen by a counselor when they come to the office.

Support services are provided by a county level mental health facilitator and a social worker. We also receive services from the BayCare LMHC for students with serious social or emotional issues.

The administrative team, school counselors, student success coaches, and the behavior interventionist mentor students who have been identified as needing additional support.

Our ESE program has a social / emotional class for students needing those services.

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))

Students who meet the dual enrollment requirements are encouraged to attend courses at four of our local colleges and universities with whom we have articulation agreements. We have increased the dual enrollment courses we have on campus.

We have increased the industry certifications students can earn before graduating. Once students earn an industry certification, they will receive a medal given at the awards ceremony that can be worn at graduation.

Our Ag Academy is nationally recognized as a model academy. Last year, we have added a medical academy for students who want to work in the health field.

A handbook on postsecondary options has been developed and shared with seniors. This will be used to help seniors make plans after they graduate.

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).

Frostproof Middle Senior High School uses a progressive discipline plan to keep issues to a minimum. Progressive discipline is the process of using increasingly severe steps or measures when a student fails to correct a problem after being given a reasonable opportunity to do so. Students learn about this system at the beginning of the school year when the principal has grade level meetings with all students in our auditorium.

As students are disciplined, parents or families are notified of the problem behavior and the consequences of the actions. When students with disabilities are involved, the ESE teacher and/ or LEA is included in the conference.

Title 1 provides a behavior interventionist who has a caseload of students who are mentored for behaviors that interfere with their success.

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))

During the pre-planning days, professional learning focuses on why data is important to use to drive instruction.

Teachers learn how to access data and how to align this information with standards based teaching. Professional learning communities take place as department meetings and grade level meetings which meet once a month. During these meetings, data chats occur to look at progress monitoring and how it will drive instruction to plan standards based instruction based on curriculum maps. Teachers will also meet for collaborative planning, as needed. Substitutes, paid for by Title 1, are secured for teachers who meet during the school day.

Monthly faculty meetings may include all school personnel or just teachers and paraprofessionals. The NetConnect program is available to teachers to increase professional development, based on individual needs.

Campus induction helps new teachers acclimate to Frostproof Middle Senior High School, so they can feel comfortable and safe maneuvering the campus, working in their classroom, and knowing the procedures for the school.

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))

NA