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Combee Academy Of Design And Engineering

2805 MORGAN COMBEE RD, Lakeland, FL 33801

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

Demographics

Principal: Tammy Farrens

Start Date for this Principal: 7/29/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2018-19: C (47%) 2017-18: C (45%) 2016-17: C (45%) 2015-16: D (40%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Polk County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

The vision of Combee Academy of Design and Engineering is to create a learning environment where all children are encouraged to become lifelong learners as they strive to reach their maximum potential in order to become productive members of society.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Farrens, Tammy	Principal	<p>This principal provides the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning.</p>
Wright, Michael	Assistant Principal	<p>This position exists to assist the school principal in providing the vision and leadership necessary to develop and administer educational programs that optimize the human and material resources available. These programs will ensure implementation of learning processes for all students leading to enhanced student achievement within the context of providing a safe and successful school for students, staff, parents, and community in support of enhanced student learning.</p>
Cox, Kristi	Other	<p>LEA</p> <p>This position exists to coordinate educational placement and appropriate services for students with disabilities. The person in this role will serve as the LEA (Local Education Agency) representative at staffings and IEP (Individual Education Plan) meetings at the assigned school. Simultaneously, this staff member will provide direct support to students with disabilities and their general education and ESE teachers to promote inclusion of students with disabilities in the general education environment. Coordinates the referral, staffing, placement, and re-evaluation process for exceptional student education at the school level. Serves as a member of</p>

Name	Title	Job Duties and Responsibilities
		<p>individual educational plan (IEP) meetings as the LEA representative. Provides the level and frequency of direct support to students and teachers based upon general educators' and students' need for assistance. Arranges for classroom and testing accommodations for students with disabilities. Assists in the development and adaptation of curriculum and testing materials to meet the needs of teachers and students. Serves as a resource to school personnel regarding ESE rules and regulations.</p>
Hallock, Rebecca	Instructional Coach	<p>This position exists to deliver appropriate teacher-to-teacher professional learning and coaching support, resulting in improved effectiveness of classroom instructional practices and enhanced student achievement. This position will serve in a specified school within the district. This position will be assigned to a Math, Reading or Science content area, for which s/he must be fully qualified. The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.</p>
Styron, Michelle	Other	<p>Behavior Interventionist</p> <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 instructional practices, increased learning time for students and</p>

Name	Title	Job Duties and Responsibilities
		<p>enhanced student achievement. The Intervention Facilitator is responsible for teacher-to-teacher classroom support, modeling, mentoring and collaborating to promote better behavior management strategies for teachers and students. This position will also be responsible for supporting teachers in data collection, analysis, interpretation and usage; research-based strategies and programs; and school improvement.</p>
<p>Filarecki, Steven</p>	<p>Guidance Counselor</p>	<p>This position exists to provide a comprehensive counseling program that addresses academic, personal/social, and career development by designing, implementing, evaluating and enhancing a program that promotes student achievement. (The objectives of the guidance program are outlined in the Polk County Developmental Guidance Plan and include services to students, parents, staff and the community.) The comprehensive developmental school counseling program provides education, prevention, intervention, and advocacy. The School Counselor aligns with the district’s mission to support the academic achievement of all students, insuring equity and access to all. The counselor implements federal, state and local mandates; facilitates the successful transition and progression of students throughout the system; develops and maintains a written plan for effective delivery of the school counseling program, communicating the goals to educational stakeholders. Direct services address guidance curriculum, individual student planning, preventive and responsive services. The counselor works with students individually and in groups and provides consultation to teachers and other school</p>

Name	Title	Job Duties and Responsibilities
		<p>personnel regarding students and makes referrals as appropriate.</p>
<p>Bargeron, Lori</p>	<p>Instructional Media</p>	<p>This position exists to ensure that all students learn the basic and essential skills at each grade level. Essential Functions of this Job: Plans and implements a library media program, which aligns to the mission and vision of the district; providing equal access to all students. Creates and maintains a library media center that is organized, welcoming, and conducive to learning. Delivers library media services by providing resources and instruction for students and teachers to become independent users of information. Plans, prepares, and provides instruction in the skills necessary to access, evaluate, analyze, and organize information in all formats to ensure optimal student achievement. Implements large group, small group, and individual settings. Plans prepares, and provides literature activities to promote a love of reading and lifelong learning for students. Uses, models, and assists users with instructional applications and use of technology for academic learning.</p>
<p>Hooker, Alyson</p>	<p>Instructional Coach</p>	<p>This position exists to deliver appropriate teacher-to-teacher professional learning and coaching support, resulting in improved effectiveness of classroom instructional practices and enhanced student achievement. This position will serve in a specified school within the district. This position will be assigned to a Math, Reading or Science content area, for which s/ he must be fully qualified. The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This</p>

Name	Title	Job Duties and Responsibilities
		<p>position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.</p>
Lindquist, Michelle	Teacher, K-12	<p>Instructs students and facilitates their learning in accordance with state guidelines. Guides students in educational activities designed to promote intellectual, social, and physical growth through an inquiry-based educational model. Early engineering experiences will be integrated across the curriculum. Students in grades K-5 will be encouraged to investigate the world around them in a technology rich environment. Utilization of 21st century skills (collaboration, creativity, communication, critical thinking) will be supported through STEM enrichment and project-based Learning.</p>
Armstrong, Lisa	Teacher, K-12	<p>Provide identified gifted and talented students with appropriate learning experiences that develop potential and lead to advanced academic achievement. Provide services for gifted and talented students in Kindergarten through 5th grade, working in collaboration with administrators and teachers to provide a supplemental support for increasing advanced student achievement for all students, specifically gifted and talented students through staff development, instructional planning, and classroom support for teachers through both a pull-out and push-in program.</p>

Demographic Information

Principal start date

Tuesday 7/29/2014, Tammy Farrens

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

4

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

577

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

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

6

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	107	78	91	93	89	0	0	0	0	0	0	0	458
Attendance below 90 percent	0	13	18	16	26	18	0	0	0	0	0	0	0	91
One or more suspensions	0	6	2	5	9	5	0	0	0	0	0	0	0	27
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	14	18	34	0	0	0	0	0	0	0	66
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	24	24	0	0	0	0	0	0	0	53
Number of students with a substantial reading deficiency	0	15	39	29	42	29	0	0	0	0	0	0	0	154

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	6	11	8	34	39	0	0	0	0	0	0	0	98

The number of students identified as retainees:

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

Date this data was collected or last updated

Wednesday 7/14/2021

2020-21 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	112	88	98	95	93	98	0	0	0	0	0	0	0	584
Attendance below 90 percent	16	19	15	23	16	16	0	0	0	0	0	0	0	105
One or more suspensions	12	0	17	9	23	34	0	0	0	0	0	0	0	95
Course failure in ELA	6	0	0	6	0	0	0	0	0	0	0	0	0	12
Course failure in Math	2	0	0	0	0	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	14	18	34	0	0	0	0	0	0	0	66
Level 1 on 2019 statewide Math assessment	0	0	0	5	24	24	0	0	0	0	0	0	0	53
Level 1 December STAR Reading	0	0	0	23	23	22	0	0	0	0	0	0	0	68
Level 1 December STAR Math	0	0	0	13	10	19	0	0	0	0	0	0	0	42

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	1	9	15	23	28	0	0	0	0	0	0	0	77

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	9	4	5	0	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	2	1	6	0	0	0	0	0	0	0	9

2020-21 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	112	88	98	95	93	98	0	0	0	0	0	0	0	584
Attendance below 90 percent	16	19	15	23	16	16	0	0	0	0	0	0	0	105
One or more suspensions	12	0	17	9	23	34	0	0	0	0	0	0	0	95
Course failure in ELA	6	0	0	6	0	0	0	0	0	0	0	0	0	12
Course failure in Math	2	0	0	0	0	1	0	0	0	0	0	0	0	3
Level 1 on 2019 statewide ELA assessment	0	0	0	14	18	34	0	0	0	0	0	0	0	66
Level 1 on 2019 statewide Math assessment	0	0	0	5	24	24	0	0	0	0	0	0	0	53
Level 1 December STAR Reading	0	0	0	23	23	22	0	0	0	0	0	0	0	68
Level 1 December STAR Math	0	0	0	13	10	19	0	0	0	0	0	0	0	42

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	1	1	9	15	23	28	0	0	0	0	0	0	0	77

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	9	4	5	0	0	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	2	1	6	0	0	0	0	0	0	0	9

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	52%	-6%	58%	-12%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2021					
	2019	34%	48%	-14%	58%	-24%
Cohort Comparison		-46%				
05	2021					
	2019	35%	47%	-12%	56%	-21%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	46%	56%	-10%	62%	-16%
Cohort Comparison						
04	2021					
	2019	47%	56%	-9%	64%	-17%
Cohort Comparison		-46%				
05	2021					
	2019	48%	51%	-3%	60%	-12%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	41%	45%	-4%	53%	-12%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

STAR Early Literacy, STAR Reading, STAR Math, and Science Quarterly assessments

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	54	74	63
	Economically Disadvantaged	57	71	58
	Students With Disabilities	32	50	43
	English Language Learners	36	71	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	69	70	50
	Economically Disadvantaged	67	71	46
	Students With Disabilities	61	61	43
	English Language Learners	79	57	50

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	17	43
	Economically Disadvantaged	23	42	43
	Students With Disabilities	7	7	7
	English Language Learners	7	20	13
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44	40	35
	Economically Disadvantaged	42	39	34
	Students With Disabilities	29	14	15
	English Language Learners	35	29	24

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49	54	49
	Economically Disadvantaged	44	51	46
	Students With Disabilities	21	19	17
	English Language Learners	27	33	36
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44	52	49
	Economically Disadvantaged	39	45	48
	Students With Disabilities	26	17	27
	English Language Learners	14	29	29

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	37	31
	Economically Disadvantaged	30	33	28
	Students With Disabilities	3	6	
	English Language Learners	5	10	10
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	41	31
	Economically Disadvantaged	45	38	28
	Students With Disabilities	22	24	9
	English Language Learners	30	19	14

Grade 5					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		43	49	47
	Economically Disadvantaged		40	46	46
	Students With Disabilities		10	11	10
	English Language Learners		18	19	18
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		40	46	39
	Economically Disadvantaged		37	41	40
	Students With Disabilities		25	20	10
	English Language Learners		29	18	24
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		52	54	76
	Economically Disadvantaged		45	53	72
	Students With Disabilities		25	16	56
	English Language Learners		59	61	83
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	12	28	25	26	60	55	14				
ELL	24	46	50	36	67	72	25				
BLK	37	37		46	63		27				
HSP	34	46	54	43	53	56	38				
WHT	45	44	40	53	55	39	50				
FRL	35	45	54	43	53	50	35				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	31	32	12	38	39	20				
ELL	23	41	31	31	26	29					
BLK	38	57	60	43	40	18	62				
HSP	36	41	43	42	37	29	43				
WHT	44	46	46	57	68	47	68				
FRL	37	45	49	47	46	28	53				

ESSA Data Review

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	51
Total Points Earned for the Federal Index	378
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	47
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trend shows ELA proficiency gradually increasing or maintaining. According to STAR ELA data, 43% of the students were proficient.

Overall Math data is declining. In 2019, 48% of the students were proficient. According to the Spring STAR Math data, 38% of the students were proficient.

Fourth grade data continues to show declines in proficiency scores for both ELA and Math from third grade. FSA ELA proficiency from 2019 is 34%. According to Spring STAR ELA data, 31% of the students are proficient.

The SWD and ELL subgroups continue to perform significantly below their peers. According to Spring ELA data, 5% of the ESE students and 1% of the ELL students were proficient. In STAR Math, 13% of ESE students and 1% of the ELL students were proficient.

Approximately half of our ELL students are also ESE.

Primary students continue to lack progression to STAR Reading in a timely manner. Students should be exiting STAR Early Literacy by the December of first grade. Data shows 50% of our first grade students and 33% of our second graders are still in Early Literacy.

Discipline data shows a decrease in referrals.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data component that performed the lowest is the SWD and ELL subgroups. The SWD subgroup increased from 10% to 12% proficiency and the ELL subgroup increased from 12% to 24% proficiency according to 2019 state assessment data.

The SWD and ELL subgroups continue to perform significantly below their peers. According to Spring ELA data, 5% of the ESE students and 1% of the ELL students were proficient. In STAR Math, 13% of ESE students and 1% of the ELL students were proficient.

Fourth grade data continues to show declines in proficiency scores for both ELA and Math from third grade. FSA ELA proficiency from 2019 was 34%. According to Spring STAR ELA data, 31% of the students are proficient.

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

Approximately half of our ELL students are also ESE.

Fourth grade's rigor of instruction and pacing contribute to this need for improvement. Two teachers on the grade level were new hires.

Specific professional development for new hires will need to be put in place in order for them to implement the school's initiatives.

In PLCs, specific work will need to be done around reviewing data and adjusting instructional pacing to meet student needs.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement was FSA 2019 mathematics learning gains with the bottom 25%. Learning gains increased from 30% to 51%.

According to the 2020-2021 science progress monitoring, the quarterly assessment data showed the most improvement. Fifth grade had 77% proficient, whereas the district was 54%.

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

The new actions the school took in this area was to prioritize standards, provide opportunities to improve math fluency, after school tutoring, and small group interventions.

Our school based and district based science coach worked with teachers to increase implementation of 5E lessons plans and weekly hands-on labs were co-facilitated by the coach and teacher.

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

- Implement daily spiral review
- Adjust Project Based Learning units to align with standards
- Continue to prioritize standards
- Reinforce content based vocabulary
- Timely, differentiated small group instruction based on progress monitoring data
- Write to reflect in all content areas

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development in the areas of prioritizing standards and writing to reflect in all content areas will need to be provided.

Opportunities for vertical collaboration to assist with revising PBL units to ensure alignment of standards and improving the rigor.

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

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

Cultures Built to Last: Systemic PLCs at Work

(Based on this book study that was put in place during the 2020-21 school year, next steps need to be implemented and work continued.)

- Grade level PLCs with timely review of data from multiple sources (ie: summative/formative assessments, progress monitoring)
- Timely feedback to students
- Systems in place for teachers to have a check-in to request additional supports from peers/leadership
- Reestablish the "Pineapple Room" where teachers who are highly effective in a

particular area open up their classroom for others to observe as they model strategies.
-Opportunities for vertical collaboration

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

Student engagement is a driving factor in the learning process and also in holding teachers accountable for ensuring success for all students. To achieve engagement, teachers will implement accountability tools to improve student achievement in core content areas. In years past, there wasn't a systemic use of common formative and summative assessments based on priority standards and depth of knowledge levels. Inconsistent pacing and student accountability measures negatively impacted learning outcomes. According to the 2018-2019 FSA ELA data, 60% of the students earned a level 1 or 2 and on FSA Math, 52% of the students earned a level 1 or 2. The April 2021 STAR progress monitoring data shows 57% of the students were below proficiency in ELA and 61% of the students were below proficiency in math.

Measureable Outcome:

As a result of using accountability tools in core content areas, 46% of the students in ELA, 54% in Math, and 46% in science will be proficient on the 2022 FSA.

Monitoring:

Student learning will be monitored through grade level common formative and summative assessments and district progress monitoring tools, reflective writing opportunities, data folders, digital portfolios and reading workshop reciprocal journals.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Grade level, standards based, common formative and summative assessments will be consistently utilized based on target-task alignment work completed in PLCs. Collaboration through reflective practices during grade level meetings will be implemented to determine best practices for instructional strategies and curricular decisions.

Rationale for Evidence-based Strategy:

Reviewing student data and participating in reflective practices allows teachers to assess effectiveness of their instruction and determine next steps for student success (ie: student grouping, small group instruction, curricular decisions, alternate instructional strategies)
 The Florida state standards and test item specifications for ELA, Math, and Science will be used to create the common formative and summative assessments. Curriculum maps and pacing guides will be used to maintain instruction momentum.
 Timely feedback will be given to students and opportunities to reflect and track their own data.
 Providing prescriptive reading intervention will lift the literacy achievement of students who are not achieving grade-level expectations in reading.

Action Steps to Implement

- Reading Wonders assessments align with Reading Workshop lessons
- Implement reading journals school-wide as a student reflective practice activity
- Incorporate a reading skill of the month across content areas
- Write to Reflect (WTR) across content areas
- Student data folders for goal setting and accountability

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

- School based coaches will work with teachers and students by providing coaching cycles and small group instruction.
- Behavior interventionist will work with teachers and students to help maintain positive classroom environments and classroom management systems.
- A paraprofessional will provide assistance with the additional hour of reading and assist in classrooms.
- Collaborative planning opportunities after school for teachers.
- Extended learning opportunities for students will be available. Teachers will be paid and materials may be purchased.
- Seesaw will be used as a parent/teacher communication and used for students to compile a digital portfolio that will follow them through the grade levels.
- Studies Weekly will be purchased for grades 3-5 to provide supplemental reading and writing opportunities in the content areas.
- Scholastic News will be purchased for grade K-2 to provide supplemental reading and writing opportunities in the content areas.

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

- Sight word cards will be copied for parents to use at home to assist with the educational process.
- Handwriting books for K-2 will be purchased to increase legibility and writing stamina.
- Instructional supplies will be purchased to assist with the learning process.
- Parent involvement nights will be held to increase the home-school connection
- Student agendas will be purchased to increase communication between home and school.

Person Responsible Kristi Cox (kristi.cox@polk-fl.net)

- Grade level, standards based, common formative and summative assessments will continue to be revised and developed for ELA, math, and science based on target-task alignment work.
- Use reflective practices to evaluate the reliability of the assessments and make instructional decisions.
- Create teacher math manipulative kits for hands on learning.

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

- Provide weekly science labs for 3rd-5th grades
- Monitor/disaggregate quarterly science data in PLCs
- Ensure project-based learning units are aligned to core content standards

Person Responsible Alyson Hooker (alyson.hooker@polk-fl.net)

#2. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:

All students will receive differentiated instruction to improve student achievement in core content areas. Based on reflective practices and data, teachers will create flexible groupings to differentiate instruction. Previously, data-based groupings were not consistently implemented or adjusted based on individual student need. According to the 2018-2019 data, 60% of the students on FSA ELA, 52% of the students on FSA Math, 88% of the SWD subgroup on ELA, and the 76% of the ELL subgroup on ELA earned a level 1 or 2.

According to the April 2021 STAR ELA data, 15% of SWD subgroup was on track for proficiency and 22% of the ELL subgroup was on track for proficiency.

Measureable Outcome:

As a result of differentiated based instruction implemented in core content areas, all components of the school grade will increase by 5% (ELA-40 to 45, Math-48 to 53, Science-40 to 45, ELA gains-44 to 49, Math gains-56 to 61, ELA bottom 25%-48 to 53, Math bottom 25%-51 to 56).

Monitoring:

Student learning will be monitored using district progress monitoring data, running records, standards assessments in Renaissance, and extra reading hour data (Tier 2).

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

After collaboration and reflective practices, instructional strategies and curricular decisions will be determined to assist students in need of additional, targeted instruction.

Leveled Literacy Intervention (LLI) will be used to provided prescriptive reading intervention to students.

Rationale for Evidence-based Strategy:

Reviewing student data and participating in reflective practices allows teachers to assess effectiveness of their instruction and determine individual student need for targeted instruction (ie: student grouping, small group instruction, curricular decisions, alternate instructional strategies).

Resources used may include Renaissance, iStation, Education Galaxy, running records, formative/summative assessments, LLI materials, Freckle, Reflex, and leadership team.

LLI is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult.

Action Steps to Implement

- School based coaches will work with teachers and students by providing coaching cycles and small group instruction.
- Behavior interventionist will work with teachers and students to help maintain positive classroom environments and classroom management systems.
- A paraprofessional will provide assistance with the additional hour of reading and assist in classrooms.
- Collaborative planning opportunities after school for teachers.
- Extended learning opportunities for students will be available. Teachers will be paid and materials may be purchased.
- Seesaw will be used for parent/teacher communication and used for students to compile a digital portfolio that will follow them through the grade levels.

- Studies Weekly will be purchased for grades 3-5 and Scholastic News for grades K-2 to provide supplemental reading and writing opportunities in the content areas.
- Tig Tag and Tig Tag Jr. will be purchased for grades K-5 to provide supplemental non-fiction science support

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

- LLI materials will be used and purchased to provide reading interventions.
- Sight word cards will be copied for parents to use at home to assist with the educational process.
- Handwriting books for K-2 will be copied for students to increase legibility and writing stamina.
- Instructional supplies will be purchased to assist with the learning process.
- Parent involvement nights will be held to increase the home-school connection
- Student agendas will be purchased to increase communication between home and school.

Person Responsible Kristi Cox (kristi.cox@polk-fl.net)

- Implement reading journals school-wide as a student reflective practice activity
- Incorporate a reading skill of the month across content areas
- Reading/Phonics Workshop implemented school-wide- reading levels/tasks assigned based on individual student needs
- Write to Reflect (WTR) across content areas
- Student data folders for goal setting and accountability
- Differentiate small group instruction for ESE and ELL students using resource staff to reduce the student/teacher ratio and provide explicit instruction.
- LLI used for reading intervention

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

- Professional development on the MTSS process and data collection
- Data and teacher generated referrals to MTSS
- Continue Tier 2/3 plans and interventions
- Leadership team will review data on a consistent basis
- Establish non-negotiable expectations for professional learning communities
- Review multiple sources of data during monthly leadership and MTSS meetings to monitor appropriate student placement in additional reading hour groups (Power Hour).

Person Responsible Steven Filarecki (steven.filarecki@polk-fl.net)

- Additional media center library books will be purchased to increase teacher and student access to leveled material.

Person Responsible Lori Bargeron (lori.bargeron@polk-fl.net)

#3. Leadership specifically relating to Specific Teacher Feedback

Area of Focus Description and Rationale:

Specific, quality feedback can change teaching. To build capacity among new hires and teachers eager to grow in their professional practices, we need to create an organizational structure (ie: communicating, scheduling, providing resources, coaching) in order to strengthen and improve the system in place that provides supports and feedback to assist in molding the individuals into effective/highly effective teachers. Through interactions with new hires, there were areas of need and supports that could have been put in place to ensure each one had a more successful school year. After observations and feedback, teachers will be provided support by a member of the leadership team who will complete a coaching cycle or allow for peer to peer observation and support.

Measureable Outcome:

As a result of implementing a new teacher/hire program, 80% of these individuals will end the year as an effective/highly effective teacher. A qualitative survey will also be put in place to measure the supports provided by the school-based leadership.

Monitoring:

Walk-through, informal, and formal observational data will be used to monitor, as well as, non-evaluative data. Leadership team will use a non-evaluative feedback form to monitor supports and implementation of initiatives and will be mentors to new hires.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

After collaboration and reflective practices, strategies will be determined to assist new hires in need of additional supports. Coaching cycles will give teachers the opportunity for teachers to co-plan, rehearse, coteach, and then debrief with their coaches so that they can accomplish their goals. Leadership team will be available to model in classrooms and/or provide an opportunity for teachers to observe and receive support from another peer/colleague. Based on feedback and self-reflection on professional development needs, a premium video library is available for teachers.

Rationale for Evidence-based Strategy:

Participating in reflective practices allows teachers to assess effectiveness of their instruction and implementation of initiatives and the need for additional supports. Instructional coaches help educators and administrators develop expertise in academic content. Peer teaching supports both the teacher and the learner. Peer learning can be an engaging and collaborative experience and peer teachers can deepen their understanding of the subject.

Action Steps to Implement

- Required monthly new teacher/hire meeting that will focus on a specific area crucial to teacher success (ie: gradebook, MTSS, classroom management, building cultures, school initiatives) All other teachers will be invited.
- A veteran teacher will be assigned to all new teachers/hires, on the same grade level/area to be a mentor.
- Weekly non-evaluative walk-throughs by leadership team members to provide timely

support and feedback

-Instructional coaching

-Systems in place for teachers to have a check-in to request additional supports from peers/ leadership

-The "Pineapple Room", where teachers who are highly effective in a particular area open up their classroom for others to observe as they model strategies, will be available.

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

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

No report was provided in the Safe Schools for Alex for Combee Academy.

The majority of discipline incidents occurred on our school busses. The school bus is one of the least restrictive environments and having only one adult who is driving the bus to intervene often allows for student altercations. As a result of the data, the school will further implement our school-wide PBIS program in which each bus will earn points while working towards a monthly incentive. Students who ride the bus will have to collaborate with one another to earn the points. Students need to understand that the school bus is an extension of the classroom and that the same expectations that are set forth on school grounds are also in place when riding the bus.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

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

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

Tier 1:

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

Tier 2:

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

Tier 3:

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

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

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

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

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

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
3	III.A.	Areas of Focus: Leadership: Specific Teacher Feedback	\$0.00
Total:			\$0.00