

Santa Rosa County District Schools

School Improvement Plan

2017-2018



KING MIDDLE SCHOOL

School

Darren C. Brock

Principal

Principal Signature

R. Scott Cole

School Advisory Chair

School Advisory Chair Signature

District Mission

Preparing students for success by providing a superior, relevant education

District Vision

Our students will be productive, successful contributors to society.

School Mission

The mission of KMS is to make our Cougars "King of the Hill" in reading, writing, math, science, technology and positive attitudes.

School Vision

The vision of KMS is to motivate students to reach their potential through a joint effort of school resources, family support and community involvement.

Date of School Board Approval _____

Santa Rosa School Improvement Plan- 2017-2018

Part I- Current School Status

1. Describe the involvement of the School Advisory Council in the development of this plan.

The SAC is an integral part of the development of the SIP. Our members have an opportunity to review and provide their input regarding the goals, barriers and needs of our school during our SIP planning meetings and SAC meetings.

2. Describe the activities of the School Advisory Council anticipated for the 2017-2018 school year including the monitoring of this School Improvement Plan.

The SAC meets monthly to review the goals and activities included in the SIP. In addition to their input on the plan they give us input regarding the expenditures of the Title I budget as well as School Improvement funds. The council gives us feedback on the school-wide activities and parent involvement activities and suggestions for making these events more successful.

3. Multi-Tiered System of Supports (MTSS)

School-Based MTSS Team
A. Identify the school-based MTSS leadership team members. Darren Brock, Margaret McCormick, Joe Austin, Kelly Lee, Becca Cahill, Carol Spice, and Cynthia Stokes
B. Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions). <ul style="list-style-type: none"> • The grade level teachers meet monthly to review screening data and link that data to instructional decisions, reviews progress monitoring data at the grade level and classroom level to identify students who meet or exceed benchmarks and those at moderate or high risk for not meeting benchmarks. Based on the above information, the team will identify interventions to address those at moderate or high risk for not meeting benchmarks.
C. Describe the role of the school-based MTSS leadership team in the development and implementation of the school improvement plan (SIP). The MTSS team and School Leadership team, composed of department chairpersons, assisted the school staff in gathering and analyzing data to use in developing the SIP. The teams reviewed student data, developed hypothesis relative to areas of weakness revealed by the data, considered a variety of options to address apparent weaknesses and chose courses of actions to address those weaknesses. The teams met with members of the SAC and suggested school wide and core academic barriers that impeded proficiency. Then the teams and SAC identified strategies to address those barriers and identified tools to monitor implementation of those strategies.
D. Describe how the problem-solving process was used in developing and implementing the SIP
MTSS Implementation
E. Provide the data source(s) used at each tier for academics (ELA, mathematics, social studies, science) and behavior (attendance/discipline) <ul style="list-style-type: none"> • Tier I Academics-FSA scores, category reports for FSA scores, Unify reports and Grade Level passages in reading. • Tier I- Behavior-PBS data, SMART reports on types of referrals, consequences of referrals, and locations of referrals. • Tier II Academics-SRI data, <i>Achieve 3000</i> data, <i>Unify</i> reports, <i>iReady</i> data, writing portfolio, and after-school tutoring reports. • Tier II- Behavior-PBS data, behavior contracts, check in/check out data tracking report, and Ripple Effects • Tier III Academics-SRI, <i>iReady</i>, Analytical Reading Inventory, <i>Unify</i> reports, writing portfolios, after-school tutoring reports, <i>IXL</i> reports, <i>Reflex</i> reports and At Risk Chats with mentors, • Tier III- Behavior-individual student contract data, check in/check out data, SMART, mentor teacher records FBA, BAC recommendations.
F. Describe the plan to train staff on MTSS during the 2017-2018 school year. An overall MTSS faculty training will be held and then a separate training will be held in department meetings for core courses with a review of interventions available for each content area.
G. Early Warning System--The Early Warning System has been extended to include students in kindergarten through grade 8. The Early Warning System will identify students with a course failure in English Language Arts or math for any grading period and identify substantial Reading deficiencies. The school MTSS team is responsible for monitoring Early Warning System data and implementing appropriate intervention strategies for a student who exhibits two or more early learning indicators unless the student is already being served by an intervention program.

4. Effective and Highly Effective Teachers

Describe the strategies that will be used to recruit and retain high quality, effective teachers to the school.

Description of Strategy	Person Responsible
Our school principal will work with the county recruitment/retention specialist to ensure highly qualified candidates are interviewed and hired. For the 2017-18 year, SRC held a job fair to recruit highly qualified candidates and we hired two of them. Also, ELA teacher Jen Harris will be KMS Teacher Improvement Program Leader to assist new teachers to improve teacher retention. All of our previously hired teachers rated effective or higher.	Administration (school and district)

5. Non-Highly Effective Instructors

Provide the number of instructional staff teaching out-of-field and received a less than an effective rating.

Number of instructional staff and paraprofessionals teaching out-of-field and who received <u>less than</u> an effective rating.	Strategies to support the staff in becoming highly effective
All of our instructional staff and paraprofessionals are in field and received an effective or higher rating.	

6. Title I Schools

A. As applicable, describe how federal, state, and local services and programs will be coordinated and integrated in the school.

<p>Title I, Part A Title I, Part A funds support supplemental activities to ensure all children have a fair, equal, and opportunity to obtain a quality education and reach proficiency on state academic standards. Title 1 funds will be used to provide opportunities to close the gap between high and low-performing children in our high poverty school and to afford parents substantial and meaningful opportunities to participate in the education of their children. Activities include the following: 1) After-school tutoring, 2) Professional Development of staff, 3) a math and science initiative on MAFS and Next Generation Sunshine State Standards, 4) Parent Involvement, 5) Supplies and incentives, 6) school-based initiatives based on student needs, and 7) common core. Our school-based Title I Program works to provide additional programs, curriculum, parent training, personnel, parent involvement, and professional development to staff so that we may better serve the needs of all students at our school. Our Title I program includes a detailed Parent Involvement Plan as well as Parent Involvement Activities scheduled throughout the school year. We utilize as many state and local services as possible. CDAC provides parent training on middle school student needs at our Back to School Parent Night, and the Attorney General’s office provides training during the school day for our students on Internet Safety. A CDAC counselor is on campus three days a week to address student mental health needs.</p>
<p>Title I, Part C- Migrant SRCSD collaborates with the PAEC (Panhandle area Education Consortium) to provide support services for student eligible for migrant services. The Migrant Liaison, located in Escambia County, provides services and supports to students and parents. The Liaison coordinates with Title I and other programs to ensure students’ needs are met.</p>
<p>Title I, Part D</p>
<p>Title II</p>
<p>Title III</p>
<p>Title IX- Homeless the District receives McKinney-Vento funds to immediately enroll, maintain enrollment, and promote academic achievement of children and youth identified as eligible for homeless education. The Communities</p>

of Learning/Homeless Education Program collaborates with approximately 75 local agencies and services to eliminate barriers to a free and appropriate education for homeless students.
Supplemental Academic Instruction (SAI)
Violence Prevention Programs The district provides designated grade level presentations for abuse recognition and prevention. All teachers have yearly update training on recognizing and reporting of abuse. The district provides training and support for schools on the topic of Bullying for both victims and perpetrators. 7 th grade science teachers teach a unit on dating violence as well and KMS Dean delivers Bullying awareness and prevention to all PE classes in August.
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education The district has determined that KMS as a Title I school participates in the STEAM training for teachers to serve as lead teachers after receiving professional development provided by Discovery Education. In addition, all 8 th graders have career exploration in their Careers class and many of them are in the Exploration of Manufacturing Class, which is an academy that they can pursue once they matriculate to Milton High School.
Job Training

B. Pre-School Transition

As applicable, describe plans for assisting preschool children in transition from early childhood programs to local elementary schools.

Part II-Expected Outcomes

Area 1- Schoolwide Barriers to Proficiency/ Graduation - *Required for primary, elementary, middle and high schools.*

Data Source for this Schoolwide Goal: _Attendance reports in SMART_____	2016-17 Year-end Results (%/#): _94.41%____	2017-18 Year-end Goal (%/#): _95.5%____	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
1. Many students have excessive absences.	A. Capturing Kids' Hearts	Administration	Classroom walkthroughs
	B. Attendance incentives	Administration	Student surveys
	C. Teachers mentor chronically absent students in 16-17	Administration, guidance counselor, and attendance clerk	Attendance notes in teacher gradebooks in SMART
	D.		

Data Source for this Schoolwide Goal: ____FSA Learning Gains for Math and ELA_____	2016-17 Year-end Results (%/#): ELA_57%/273____ Math __48%/198__	2017-18 Year-end Goal (%/#): ELA_62%/385____ Math__53%/_337_	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
2 KMS needs to implement MTSS process with fidelity.	A. Meetings held monthly with each grade level and quarterly to review results and adjust interventions for struggling students as needed.	Administration, MTSS team, Grade level teams, MTSS coordinator, and Teachers	Review Unify reports, intervention reports and FSA results (INTERVENTION REPORTS including MRC, IXL, Reflex, iREADY,
	B. Provide PD in the use of the SMART progress monitoring tool and PMPs.	Administration, MTSS team, Grade level teams, MTSS coordinator, and Teachers	Review Unify reports, intervention reports and FSA results
	C. Utilize MTSS coordinator to keep accurate record of interventions and results.	Administration, MTSS team, Grade level teams, MTSS coordinator, and Teachers	Review Unify reports, intervention reports and FSA results

Data Source for this Schoolwide Goal: PBS End of the Year Qualification Report for EOY Field Trip	16-17 Results: 52%/301	17-18 Goal 57%/363	
KMS needs to motivate our students to improve attendance, academic, behavioral performance.	1. Capturing Kids’ Hearts 2. Larry Bell Strategies for Struggling Learners Workshop 3. Focus on Growth Mindset 4. PBS rewards	Administration	Classroom observations, honor roll lists, SMART discipline reports, SMART attendance reports.

ENGLISH LANGUAGE ARTS

Area 2: English Language Arts (ELA) (2A-2G)

2A-2B. - Required for primary, elementary, middle and high schools.

2A. Percentage scoring at or above level 3.		2B. Percentage scoring at or above level 4.	
2016-17 DEA Reading Test D Year-end Results (%/#): _____ <i>For Primary Schools Only</i>	2016-17 FSA ELA Year-end Results (%/#): <u>49%/252</u> <i>For Non-Primary Schools</i>	2016-17 DEA Reading Test D Year-end Results (%/#): _____ <i>For Primary Schools Only</i>	2016-17 FSA ELA Year-end Results (%/#): <u>23%/118</u> <i>For Non-Primary Schools</i>
2017-18 Unify ELA Test C Year end Goal (%/#): _____ <i>For Primary Schools</i>	2017-18 FSA ELA Year-end Goal (%/#): <u>52%/331</u> <i>For Non-Primary Schools</i>	2017-18 Unify ELA Test C Year-end Goal (%/#): _____ <i>For Primary Schools</i>	2017-18 FSA ELA Year-end Goal (%/#): <u>26%/155</u> <i>For Non-Primary Schools</i>

ELA-Specific Section

Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
KMS students cannot identify key ideas effectively.	<ol style="list-style-type: none"> 1. Bell ringer activities that focus on key ideas. 2. State and national conferences 3. Departmental focus on scales for key 	Administration	Observations and walkthroughs

	ideas in LAFS.		
KMS students cannot integrate knowledge and ideas effectively.	<ol style="list-style-type: none"> 1. Bell ringer activities that focus on integrating knowledge between texts. 2. Moby Max 3. DBQs in Social studies. 4. State and national conferences 	Administration	Observations and walkthroughs and DBQ data
KMS students cannot effectively identify how authors use craft and structure to develop their writing.	<ol style="list-style-type: none"> 1. Bell ringer activities that focus on passages that requires students to examine craft and structure. 2. Moby Max. 3. State and national conferences 	Administration	Observations and walkthroughs
KMS ELA teachers need to implement LAFS across grade levels.	<ol style="list-style-type: none"> 1. Department sessions on unpacking the standards. 2. Pacing guide provided by ELA teacher. 	Administration	Observations and walkthroughs

2C-2D. - Required for elementary, middle and high schools.

2C. Percentage of all students making learning gains in ELA.	2016-17 FSA ELA Year-end Results (%/#): <u>57%/273</u>	2017-18 FSA ELA Year-end Goal (%/#): <u>62%</u>	
ELA-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
KMS students lack motivation to read.	<ol style="list-style-type: none"> 1. Book of the month club activities, which includes parents and students. 2. School and grade level competition 	Administration	Book Club sign in sheets, competition reports, MyPD transcript, observations, and walkthroughs

	<p>to read books with the SSYRA incentive program.</p> <ol style="list-style-type: none"> 1. One School One Book program-Schooled tied to parent involvement night activity. 3. PD on Larry Bell Strategies 		
Students lack background knowledge in classical literature.	<ol style="list-style-type: none"> 1. Attend Chamber Theatre Performance of Edgar Allen Poe's poems and short stories and one of Mark Twain's short stories. 	Administration	Student reports
2D. Percentage of students in lowest 25% making learning gains in ELA.	<p>2016-17 FSA ELA Year-end Results (%/#): <u>54%/65</u></p>	<p>2017-18 FSA ELA Year-end Goal (%/#): <u>59%/71</u></p>	
ELA-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Students struggle reading nonfiction.	<ol style="list-style-type: none"> 1. Achieve 3000 2. Level 2 students placed in classes with ELA and reading teachers. Level 1 students placed in Intensive ELA class. 	Administration	Achieve reports, IXL reports, observations and walkthroughs
Students struggle with text complexity.	<ol style="list-style-type: none"> 1. Close reading strategies. 2. PD from Literacy Coach. 3. Mini Qs that integrate ideas from several texts. 	Administration	Observations, walkthroughs, MyPD transcripts, Mini Q data
Students struggle with basic reading skills in vocabulary and comprehension.	<ol style="list-style-type: none"> 1. IXL 2. My Reading Coach 3. 6th grade Intensive Reading pilot of Making Meaning 4. Small group and 1 on 1 instruction as needed. 	Administration	IXL reports, Unify reports, Observations, observations, and walkthroughs

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FSAA ELA

2E-2G. - Required for schools with students in grades 3-10 who are administered the 17-18 ELA FSAA.

2E. Percentage of students demonstrating a satisfactory level of success (Level 3)	2016-17 FSAA ELA Year-end Results (%): <u>35%/7</u>	2017-18 FSAA ELA Year-end Goal (%): <u>40%</u>	
2F. Percentage of students demonstrating an above satisfactory level of success (Level 4)	2016-17 FSAA ELA Year-end Results (%): <u>60%/12</u>	2017-18 FSAA ELA Year-end Goal (%): <u>60%</u>	
2G. Percentage of students demonstrating both satisfactory and above satisfactory levels of success (Levels 3 & 4)	2016-17 FSAA ELA Year-end Results (%): <u>95%/19</u>	2017-18 FSAA ELA Year-end Goal (%): <u>100%</u>	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
KMS teachers lack familiarity with LAFS Access Points.	PD from BAC Coordinator	Administration	Observations
KMS teachers lack resources to teach Access points.	HMH Language Access Textbooks Readtopia iReady	Administration	Observations, reports from iReady

Proposed English/Language Arts Professional Development for 2017-18

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
National Writing Project Ideas	ELA teacher	ELA teachers	Monthly as PLC meets	PD transcripts	Admin
Vocabulary Strategies	Literacy Coach	ELA teachers	Early Release day	Observations	Admin
Support Facilitation for Level 2 classes	Literacy Coach	ELA and reading teacher teams	October AM weekly	Observations	Admin

MATHEMATICS

Area 3: Mathematics (3A-3M)

3A-3B. - Required for grades K-8.

3A. Percentage scoring at or above level 3.		3B. Percentage scoring at or above level 4.	
2017-18 Unify Math Test C Year-end Goal (%/#): _____ <i>For Primary Schools</i>	2016-17 FSA Math Year-end Results (%/#): _49%224____ <i>For Non-Primary Schools</i>	2017-18 Unify Math Test C Goal (%/#): _____ <i>For Primary Schools</i>	2016-17 FSA Math Year-end Results (%/#): __17%77____ <i>For Non-Primary Schools</i>
	2017-18 FSA Math Year-end Goal (%/#): __54%____ <i>For Non-Primary Schools</i>		2017-18 FSA Math Year-end Goal (%/#): __22%____ <i>For Non-Primary Schools</i>
Mathematics Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Students have gaps in math background knowledge.	<ol style="list-style-type: none"> IXL 20% rule Web based virtual manipulatives, videos, and lessons accessed at home and school 	Math AIS, math teachers, and Administration	IXL reports, Classroom walkthroughs, Unify reports
Students struggle with problem solving and persevering with math performance tasks	<ol style="list-style-type: none"> Data Chats Steam Activities STEAM Club Parent Night Pair-students strategy Use of physical and virtual manipulatives Growth Mindset 	Math teacher, Math AID, Administration	Classroom walkthroughs, parent sign in sheets, Unify scores and reports
Students need practice with FSA format	Use of practice test items to include all question types quarters 1 st -3 rd Coach Practice Tests	Math teachers, Math AIS, Administration	Classroom observations

3C-3D. - Required for elementary, middle and high schools.

3C. Percentage of all students making learning gains in math	2016-17 FSA Math Year-end Results (%/#): _48%/220____	2017-18 FSA Math Year-end Goal (%/#): __53%/337____	
Mathematics-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Many KMS students do not retain math knowledge.	20% rule on tests: 20% is from previous tests to keep skills fresh	Math teachers	Data on repeated skills tested

3D. Percentage of students in lowest 25% making learning gains in math	2016-17 FSA Math Year-end Results (%/#): <u>48%/44</u>	2017-18 FSA Math Year-end Goal (%/#): <u>53%/62</u>	
Mathematics Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Many KMS students lack basic knowledge of math facts.	<ol style="list-style-type: none"> Intensive math classes for Level one and level two Before school tutoring provided by paraprofessionals and reading teacher and Beta Club students. After school tutoring provided by teachers. Online resources Reflex and IXL. 	Administration	SMART gradebook reports, tutoring attendance reports, sign in sheets, and UNIFY reports.
Level one and two students in math lack confidence with FSA format.	<ol style="list-style-type: none"> Use of Practice test and bell ringer that spiral through the MAFS repeatedly. Use of Coach test practice materials. 	Math AIS and ADMIN	UNIFY scores

FSAA Mathematics

3E-3G. - *Required for schools with students in grades 3-8 who are administered the 17-18 Math FSAA.*

3E. Percentage of students demonstrating a satisfactory level of success (Level 3)	2016-17 FSAA Math Year-end Results (%): <u>40%/8</u>	2017-18 FSAA Math Year-end Goal (%): <u>50%</u>	
3F. Percentage of students demonstrating an above satisfactory level of success (Level 4)	2016-17 FSAA Math Year-end Results (%): <u>45%/9</u>	2017-18 FSAA Math Year-end Goal (%): <u>50%</u>	
3G. Percentage of students demonstrating both satisfactory and above satisfactory levels of success (Levels 3 & 4)	2016-17 FSAA Math Year-end Results (%): <u>85%/17</u>	2017-18 FSAA Math Year-end Goal (%): <u>100%</u>	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

Teachers lack knowledge of MAFS Access standards.	PD from BAC coordinator	Administration	Unify scores and MyPD transcripts
Teachers lack resources to teach Access standards.	HMH Math supplementary materials iReady	Administration	Walkthroughs, iReady reports, and Unify scores

Algebra I EOC

3H-3I. - Required for schools who offer the course *and* administer the Algebra I EOC.

3H. Percentage scoring at or above level 3.	2016-17 Algebra I EOC Results (%/#):81%/43_____	3I. Percentage scoring at or above level 4.	2016-17 Algebra I EOC Results (%/#):_30%/16_____
	2017-18 Algebra I EOC Year-end Goal (%/#): _86%/65_____		2017-18 Algebra I EOC Year-end Goal (%/#): _35%/26_____

Algebra I-Specific Section

Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Algebra classrooms lack quality resources.	Use of AlgebraNation	Algebra teacher	AlgebraNation reports, Unify reports
KMS students need motivation to achieve at a greater depth of knowledge.	<ol style="list-style-type: none"> 1. Use of IXL 2. Algebra Brain Bowl Parent Night 3. Competition to complete most problems by grade level on IXL 4. Math Club competitions 	Math teachers, Math AIS, Administration	IXL reports, Competition results

FSAA Algebra I

3J-3L. - Required for schools with students in grades 9-12 who are administered the 2017-18 Algebra I FSAA.

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Algebra II EOC—Due to HB 7069 signed into law, the Algebra II EOC has been repealed.

Geometry EOC

3M-3N. - Required for schools who offer the course *and* administer the Geometry EOC.

FSAA Geometry

3O-3Q. - Required for schools with students in grades 9-12 who are administered the 2017-18 Geometry FSAA.

Proposed Mathematics Professional Development for 2017-18

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Growth Mindset	Dept. Chair	Math teachers	Monthly department meetings	Dept. Meeting minutes	Chair and administration
Grade level topics	Math district Coordinator And district coach	Math teachers	Sept. 2017	PD Transcripts	Administration

Science

Area 4: Science (4A-4G)

4A-4B. - Required for grades 5 and 8.

4A. Percentage scoring at or above level 3.	2016-17 SSA Year-end Results (%/#): 49%/274____ 2017-18 SSA Year-end Goal (%/#): __54%/343__	4B. Percentage scoring at or above level 4.	2016-17 SSA Year-end Results (%/#): _21%/31____ 2017-18 SSA Year-end Goal (%/#): __26%165__
Science-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Students lack background knowledge in science and critical science vocabulary	Discovery ED videos to frontload lessons Vocabulary strategies from Literacy Coach	Administration	Administration
Students lack problem solving skills.	Gizmos Problem based activities	Administration	Observations and walkthroughs
Students score lowest in Life Science.	Discovery Ed videos to review 6 th and 7 th grade content FCAT practice questions as bell ringers	Administration	Observations and walkthroughs
Students struggle with the text complexity of Science FCAT and	Graphic organizers, highlighters Reading strategies DE Techbook offers two levels of text complexity	Administration	Observations and walkthroughs

FSAA Science

4C-4E. - Required for schools with students in grades 5 and/or 8 who are administered the Science FSAA.

4C. Percentage of students demonstrating a satisfactory level of success (Level 3)	2016-17 FSAA Science Year-end Results (%): 50%/3____	2017-18 FSAA Science Year-end Goal (%): __50%____	
4D. Percentage of students demonstrating an above satisfactory level of success (Level 4)	2016-17 FSAA Science Year-end Results (%): _32%/2____	2017-18 FSAA Science Year-end Goal (%): __40%____	
4E. Percentage of students demonstrating both satisfactory and above satisfactory levels of success (Levels 3 & 4)	2016-17 FSAA Science Year-end Results (%): _82%/5____	2017-18 FSAA Science Year-end Goal (%): __90%____	

Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Teachers lack familiarity with Science access points.	BAC provided PD	Administration	Observations, walkthroughs
Teachers lack resources that teach Science access points.	BAC provided PD HMH science texts	Administration	Observations, walkthroughs
Students struggle as the tasks escalate in difficulty	PD on Access Points	Administration	Observations, walkthroughs

Biology I EOC

4F-4G. - Required for schools who offer the course **and** administer the Biology EOC.

FSAA Biology I

4H-4J. - Required for schools with students in grades 9-12 who are administered the 2017-18 Biology I FSAA.

Proposed Science Professional Development for 2017-18

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Differentiated science instruction	District coordinator	All science teachers	October	MyPD transcripts	Administration
Vocabulary and complex text comprehension strategies	Literacy Coach	All science teachers	Planning and Early Release days	MyPD transcripts	Administration

Social Studies

Area 5: Social Studies (5A-5D)

Florida Civics EOC

5A-5B. - Required for schools with grades 7 and 8.

5A. Percentage of students scoring at or above level 3.	2016-17 EOC Results (%/#): <u>72%137</u> 2017-18 EOC Year-end Goal (%/#): <u>77%</u>	5B. Percentage of students scoring at or above level 4.	2016-17 EOC Results (%/#): <u>42%/80</u> 2017-18 EOC Year-end Goal (%/#): <u>47%</u>
Civics-Specific Section			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Students lack background knowledge of civics content	Making connections with emphasis on critical topics in geography, Greece, Rome, and Enlightenment and the development of democracy	SS teachers and classroom walkthroughs	Observations and Unify reports
Students struggle to retain civics content.	Bell ringers that review previous content Test items that spiral throughout previous content (20% rule) Supplementary materials: Schmoop and <i>Gateway to American Government</i>	SS teachers and classroom walkthroughs	Observations and Unify reports
Students struggle to gain deep knowledge of civics content.	DBQs implemented each quarter	SS teacher and classroom walkthroughs	Observations and Unify reports
Students lack critical vocabulary.	Repetition Modelling and scaffolding Literacy coach vocabulary strategies	SS teachers and administration	Observations

FSAA Civics EOC

5C.-5E. - Required for schools with students in grades 7-8 who are administered the 2017-18 Civics FSAA.

5C. Percentage of students demonstrating a satisfactory level of success (Level 3)	2016-17 FSAA Civics Year-end Results (%): <u>100%</u>	2017-18 FSAA Civics Year-end Goal (%): <u>100%</u>	
5D. Percentage of students demonstrating an above satisfactory level of success (Level 4)	2016-17 FSAA Civics Year-end Results (%): <u>82%</u>	2017-18 FSAA Civics Year-end Goal (%): <u>85%</u>	

5E. Percentage of students demonstrating both satisfactory and above satisfactory levels of success (Levels 3 & 4)	2016-17 FSAA Civics Year-end Results (%) : <u>69%</u>	2017-18 FSAA Civics Year-end Goal (%) : <u>72%</u>	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Teachers lack familiarity with CIVICS access points.	District level PD	Administration	Observations, Unify reports
Teachers need resources that teach CIVICS access points.	Cpalms, BAC resources, HMH supplementary materials	Administration	Observations, Unify reports
Students struggle as task escalate in difficulty.	District level PD	Administration	Observations, Unify reports

Florida US History EOC

5F- 5G. - Required for schools who offer the course **and** administer the Florida US History EOC.

FSAA US History EOC

5H.-5J. - Required for schools with students in grades 9-12 who are administered the 2017-18 US History FSAA.

Proposed Social Studies Professional Development for 2017-18

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
DBQ	Social Studies Coordinator	SS teachers	Fall 2017	DBQ data reviewed with administration	Administration
Vocabulary Strategies	Literacy Coach	Content area teachers	Fall 2017	PD transcripts	Administration

At-Risk

Area 6: At-Risk Section (6A-6F)

Students at Risk

6A. - Required for primary, elementary and middle schools.

Number of students with 3 or more At-Risk Indicators as of August, 2017 (%#): <u>3%/21</u>		Number of students identified August, 2017 promoted to next grade (%#): <u>98%152</u>	
List is to be maintained.			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
KMS students need motivation to improve attendance, academic and behavioral performance.	1. Capturing Kids' Hearts. 2. PBS 3. Problem Based Learning through STEAM 4. Before and after school tutoring.	Administration	Attendance reports in SMART, UNIFY reports, Discipline reports in SMART
KMS students need someone who cares.	Teacher mentors for students with most indicators for failing.	4 th period teachers	Administration
Excessive numbers of KMS students have three or more at risk indicators	PD on Effective Classroom strategies for struggling learners	Department Chairs	Department meeting minutes
Many students with disabilities are not making learning gains.	PD on Differentiated Instruction	FDLRS and Beacon provides in-service, administration reviews data	PD points on teacher transcripts

At-Risk Graduates

6B. - Required for schools with grades 9-12.

Dropout Prevention

6C. - Required for schools with grades 9-12.

Attendance

6D. - Required for all schools.

2016-17 Number of Students with Excessive Late-to-School (15 or more) (#): <u>301</u>	2016-17 Number of Students with Excessive Absences (More than 10% absentee rate) (#): <u>104</u>	2016-17 Attendance Rate (%) : <u>94.41%</u>	
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2017-18 Goal - Number of Students with Excessive Late-to-School (15 or more) (#): <u>300</u>	2017-18 Goal – Number of Students with Excessive Absences (More than 10% absentee rate) (#): <u>95</u>	2017-18 Attendance Rate Goal (%): <u>95.5%</u>	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Students lack a connection to school or an expectation to succeed.	Capturing Kids' Hearts	Administration	Attendance reports in SMART
Students lack motivation to attend school.	Incentives, Attendance committee	Administration	Attendance reports in SMART
Many KMS students need parental support to require them to attend school.	REMIND app, Connect Ed call outs about absences, parent conferences, district script for parents	Administration	Attendance reports in SMART

Suspension

6E. - Required for all schools.

2016-17 Total Number of In-School Suspensions (#): <u>287</u>	2016-17 Total Number of Students Suspended In-School (#): <u>129</u>	2016-17 Total Number of Out-of-School Suspensions (#): <u>61</u>	2016-17 Total Number of Students Suspended Out-of-School (#): <u>49</u>
2017-18 Goal - Total Number of In-School Suspensions (#): <u>277</u>	2017-18 Goal - Total Number of Students Suspended In-School (#): <u>119</u>	2017-18 Goal - Total Number of Out-of-School Suspensions (#): <u>51</u>	2017-18 Goal - Total Number of Students Suspended Out-of-School (#): <u>39</u>
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Students lack accurate information about bullying and cyberbullying.	<ol style="list-style-type: none"> 1. Dean addresses PE and Band classes to teach bullying awareness. 2. Attorney General's officer presents program on cyberbullying. 	Administration	SMART discipline reports
Students lack knowledge of KMS student expectations.	<ol style="list-style-type: none"> 1. All teachers teach the student code of conduct. 2. ADMIN addresses student body on ITV to teach ROARS expectations. 	Administration	SMART discipline reports

	3. Principal, dean and guidance counselor addressed each grade level regarding expectations for attendance and dress code and behavior/PBS rewards.		
Students receive ODRs because they do not have appropriate social skills to resolve conflict.	Ripple effects	Dean and ISS supervisor	SMART discipline reports

Parent Involvement

6F. - Required for all schools. See Title I Parent Involvement Plan

2016-17 Volunteer Hours (#): <u>1171</u>	2017-18 Volunteer Hour Goal (#): <u>1250</u>		
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
KMS struggles to communicate information because of phone connectivity issues.	REMIND, Facebook, Flyers, Marquee, CONNECT ED	Administration and R. McCary, principal's secretary	Connect ED reports, Facebook traffic
KMS teachers need to improve parent communications	PD on parent communication	Administration	Observations, conferences

Proposed At-Risk Professional Development for 2017-18

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Parent communication	Guidance Counselor	All teachers	Planning Day	Conference observations	Administration

Science, Technology, Engineering, Arts, and Mathematics

Area 7: Science, Technology, Engineering, and Mathematics (STEAM)

7A. - *Required for all schools*

7A. 2017-18 STEAM Goal narrative			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Teachers lack familiarity with STEAM.	STEAM PD challenges and activities	Administration	Observation
STEAM teachers need to develop and implement effective problem based learning projects.	STEAM PD provided by STEAM Innovators training and STEAM Innovators	Administration	Observation

Proposed STEAM Professional Development for 2017-18

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
STEAM INNOVATOR TRAINING	DISCOVERY ED	INNOVATORS	4 Days during year	Classroom walkthroughs	ADMINISTRATION and UWF observer
STEAM PLC	INNOVATOR TEAM	STEAM Teachers	15 hours during the year	PLC documentation, roster, attendance, and notes	Julie Blevins, STEAM Innovator

Acceleration Success

Area 8: Advanced Coursework and/or Industry Certification

8A. Middle School Acceleration - *Required for middle and combination schools.*

8A. Percentage of students who pass high school end of course exams and industry certifications.	2016-17 Acceleration Success Rate (%): <u>60%/120</u>	2017-18 Acceleration Success Rate Goal (%): <u>70%</u>	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Students encounter difficult vocabulary.	<ol style="list-style-type: none"> 1. Modelling 2. Scaffolding 3. Literacy coach vocabulary strategies 	Administration	Observation
Students must retain knowledge gained all year.	<ol style="list-style-type: none"> 1. Application of knowledge in labs. 	Administration	Observation
Students lack confidence and perseverance.	Implementation of Growth mindset strategies	Administration	Observation
Students lack keyboarding skill and knowledge of Microsoft programs	Implementation of electives: 6 th grade keyboarding and 7 th grade Microsoft Word	Administration	Observation

8B. College and Career Acceleration - *Required for high schools and combination schools.*

Proposed Acceleration Success Professional Development for 2017-18

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Microsoft Office 365	Campus Microsoft facilitator	All teachers	AS REQUESTED	Facilitator Log	Facilitator

Florida State Statute Requirements

Area 9A. SB 850 Section- *Required for schools with grades 6, 7 and/or 8.*

Required Items	Strategy to Implement Item	Person Monitoring Strategy	Method of Monitoring Strategy
1. Provide interdisciplinary planning, collaboration, and instruction	Common Planning Period	ADMIN	Walkthroughs
2. Insure the alignment of curriculum and instructional materials to the state academic standards	Academic PLCs	ADMIN	Observation, Unify results
3. Use of learning communities	Academic PLCs	ADMIN	Walkthroughs
4. Use of problem-solving, inquiry-driven research and analytical approaches for students.	STEAM PLC	ADMIN	Observations
5. Use of strategies and tools based on student needs	Literacy Coach strategy of the month and Math AIS	ADMIN	Observations, Unify results
6. Use of competency-based instruction; integrated digital instruction; and project-based instruction	STEAM PLC and STEAM Coach PD, PBL PLC	ADMIN	Observations
7. Use of integrated digital instruction; and project-based instruction.	STEAM PLC and STEAM Coach PD, PBL PLC	ADMIN	Observations
8. Use of project-based instruction.		ADMIN	Observations
9. Insure availability of CAPE Digital Tool certificates and CAPE industry certifications.	Career Prep Courses implemented; Microsoft Office Course, 6 th and 7 th grade Microsoft Word and PowerPoint, Culinary course, Additive Manufacturing Course, and Adobe Photoshop in Advanced Art	ADMIN	Review of certifications

9B. Early Warning Systems *Required for schools with grade levels of K-8th.*

The signing of HB 7069 eliminates the requirement that a school improvement plan include middle grades early warning system data, however schools with any grade levels of K-8 are required to monitor students who are “off-track”. The Santa Rosa County School District will monitor this group through the SMART System—*See Part I. 3.G. MTSS section.*

Every Student Succeeds Act (ESSA)

ESSA Highlights – *For all schools*

The Every Student Succeeds Act was signed into law on December 10, 2015.

ESSA includes provisions that will help to ensure success for students and schools. The law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Requires—for the first time—that all students in America be taught to high academic standards that will prepare them to succeed in college and careers.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward those high standards.
- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators.
- Sustains and expands this administration's historic investments in increasing access to high-quality pre-school.
- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

This section will be completed based upon the State of Florida's timelines.