

Santa Rosa County District Schools

School Improvement Plan

2018-2019



King Middle School

School

Darren Brock

Principal

Principal--Signature

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 _____

2018-2019 Santa Rosa School Improvement Plan

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 2018-2019 school year including the monitoring of this School Improvement Plan.

Our SAC meets five times a year 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 school wide activities and parent involvement activities with suggestions for making these events more successful.

3. Multi-Tiered System of Supports (MTSS)

School-Based MTSS Team
<p>A. Identify the school-based MTSS leadership team members.</p> <p>Darren Brock-Principal: The principal will provide a common vision for the use of data-based decision making and guarantee the fidelity of the implementation of the MTSS process. He will make certain all documentation is recorded, professional development is delivered, and interventions are implemented with fidelity.</p> <p>Margaret McCormick-Asst. Principal: The AP will assist the principal in decision making and fidelity of the MTSS process' implementation with accurate documentation, professional development, and interventions.</p> <p>Joe Austin-Dean of Students-The dean will provide discipline data and intervention strategies for implementation in the classroom.</p> <p>Kelly Lee-Guidance Counselor: The counselor will provide expertise in curriculum and placement decisions, will provide information on student academic progress and test data, will make master schedule decisions related to student needs and performance data, and will be a resource for available student services and interventions.</p> <p>Lez Marshall-Reading Coach: The coach will provide guidance on reading interventions, will facilitate and support data collection activities that pertain to reading, will assist teachers in the development of data-based lesson plans, will support the implementation of Tier I, Tier II and Tier III intervention plans.</p> <p>Carol Spice-Math AIS: The AIS will provide guidance on math interventions, will facilitate and support data collection from math teachers, will assist teachers in the development of data-based lesson plans, and will support the implementation of Tier I, Tier II, and Tier III intervention plans.</p> <p>Michelle Lenn-MTSS Coordinator: The coordinator creates the agenda and takes minutes of each grade level meeting and leads the discussion for the team in addressing students' needs in attendance, behavior and academics.</p> <p>General Education Teachers-Suzie Temple, Kathryn Stephens, Michelle Lenn: The grade level chairs lead the MTSS meetings at each grade level. Teachers from the core academic areas will provide student data and expertise in core instruction. As needed the ESE Liaison, School Psychologist, and Social Worker will provide their services for planning, monitoring, collecting data, facilitating intervention plans, providing professional development, and identifying community agencies to support student needs.</p>
<p>B. Describe how the school-based MTSS leadership team functions (e.g., meeting processes and roles/functions).</p> <ul style="list-style-type: none"> • The grade level teams meet monthly to review screening data and link that data to instructional decision, review 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. Grade level teams also identify students with excessive absences and excessive ODRs. • Based on the above information, the MTSS team in a follow up meeting will review the grade level data, collaborate and problem solve to determine effective practices, to identify resources and professional development, make decisions, and identify interventions to address those at moderate or high risk for not meeting benchmarks.
<p>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, will gather and analyze data, and examine progress monitoring data to write the SIP. The data will be used to set goals, determine barriers, and plan strategies and professional development to address these barriers. assisted the school staff in gathering and analyzing data to use in developing the SIP. The teams will assist implementation by assisting teachers with training as needed for programs, PMPs, and monitoring use of strategies to address barriers.</p>
<p>D. Describe how the problem-solving process was used in developing and implementing the SIP The teams reviewed student data from FSA, Unify, student retentions and Course Recovery, 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/strategies 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.</p>
MTSS Implementation

<p>E. Provide the data source(s) used at each tier for academics (ELA, mathematics, social studies, science) and behavior (attendance/discipline)</p> <ul style="list-style-type: none"> • Tier I <ul style="list-style-type: none"> ○ Academics-FSA scores, category reports for FSA scores, STAR reading and STAR math, UNIFY science and civics scores, semester exams, and classroom assessments. ○ Attendance- SMART reports on attendance ○ Behavior-PBS data, SMART reports on types of referrals, locations of referrals, actions taken, consequences of referrals • Tier II <ul style="list-style-type: none"> ○ Academics-Report Cards, AR data, Star Reading and Math data, UNIFY reports for Science and Civics, iReady reports in reading ○ Attendance-SMART reports on attendance, truancy monitor ○ Discipline-Behavior contracts, check in/check out data tracking report and Ripple Effects reports • Tier III <ul style="list-style-type: none"> ○ Academics- IReady reports, Intervention program reports, small group data ○ Attendance- SMART reports on attendance, attendance analysis and truancy monitor ○ Discipline- Individual student contract data, check in/check out data, SMART, mentor teacher reports, FBA, and ESE staff recommendations
<p>F. Describe the plan to train staff on MTSS during the 2018-2019 school year. Teachers will be trained in grade level meetings and will be trained on PMP in department meetings which includes ELA, math, science, and Civics.</p>
<p>Schools without grades K-8 will need to remove this section.</p> <p>G. Early Warning System--The Early Warning System includes students in kindergarten through grade 8. The Early Warning System will identify students with course failures in English Language Arts and/or math for any grading period and identify substantial Reading deficiencies for K- 3rd students. The school MTSS team is responsible for monitoring Early Warning System data and implementing appropriate intervention strategies for students who exhibit two or more warning indicators. Once a student is identified to have two or indicators a Progress Monitoring Plan (PMP) is created addressing the content areas indicated. The student is assigned interventions for the content area and progress monitoring data is collected over time to monitor progress in the struggling area. Each quarter the school determines if additional students need to be assigned PMPs. The list of Early Warning Students is updated quarterly.</p>

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
Administration will work with the county recruitment/retention specialist to ensure highly qualified candidates and we hired two of them. Also, ELS teacher Jen Harris, our Teach Improvement Program Leader will assist new teacher to acclimate to KMS procedures and policies to enhance retention. Administration will work with district level mentors to encourage retention of new teachers as well.	Administration

5. Non-Highly Effective Instructors

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

Number of instructional staff teaching out-of-field and who received <u>less than</u> an effective rating.	List strategies to support the staff in becoming highly effective
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All of our teachers are in field and received an effective or higher rating.	
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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 funds support supplemental activities to ensure all children have a fair and equal opportunity to obtain a quality education and reach proficiency on state academic standards. Title I 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. Math and science initiatives on MAFS and Next Generation Sunshine State Standards, 4. Parent Involvement 5 Supplies and incentives 6. Motivational speakers 7 school-based initiatives based on student needs, 8. Common core, and 9. Parent and student book club. 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 student on Internet Safety. A CDAC counselor is on campus to address student mental health needs as well as Lutheran Services.</p>
<p>Title I, Part C- Migrant SRCSD collaborates with the PAEC to provide support services for students eligible for migrant services. The Migrant Liaison, located in Escambia County, provide and support 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 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.</p>
<p>Supplemental Academic Instruction (SAI)</p>
<p>Violence Prevention Programs The district provides designated grade level presentation for abuse recognition and prevention. All teachers have yearly training on recognizing and reporting abuse. The district provides training and support for schools on the topic of Bullying for both victims and perpetrators. 7th and 8th grade teachers teach a unit of dating violence as well. KMS dean delivers Bullying awareness and prevention to each grade level.</p>
<p>Nutrition Programs</p>
<p>Housing Programs</p>
<p>Head Start</p>

Adult Education
Career and Technical Education The district has determined that KMS as a Title I school participates in the STEAM training for innovator teachers to serve as lead teachers after receiving professional development provided by Discovery Education. Also, all 8 th grade students have career exploration in the Careers class and many of them are in the Exploration of Manufacturing, Culinary or DIT class.
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: <u>Attendance reports in SMART</u>	2017-18 Year-end Results (%/#):_94.24%/602_____	2018-19 Year-end Goal (%/#):_95%/627_____	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
1. 17% of KMS students in 17-18 had absences exceeding 10%	A. Capturing Kids’ Hearts	Administration	Classroom observations
	B. Attendance Incentives	Administration	SMART attendance reports
	C. Teachers mentor 4 th period excessively absent students	MTSS Team	SMART attendance reports
	D.		

Data Source for this Schoolwide Goal: <u>FSA Learning Gains for Math and ELA</u>	2017-18 Year-end Results (%/#):ELA 40%/252 Math 49%/296_____	2018-19 Year-end Goal (%/#):ELA 60%396 Math 60%/396_____	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
2. Complacent faculty and staff attitudes about student achievement	A. Team building activities for faculty and staff	Administration	Faculty and staff surveys
	B. PD provided by reading coach and reading AIS	Administration	Sign in sheets for PD
	C. PD provided by math AIS	Administration	Sign in sheets for PD
	D. Capturing Kids’ Hearts	Administration	Classroom observation

Data Source for this Schoolwide Goal: <u>PBS End of the Year Qualification Report for EOY field trip reward</u>	2017-18 Year-end Results (%/#): 58%/370	2018-19 Year-end Goal: (%/#) 60%/396	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
KMS students lack motivation to improved attendance, academic, behavioral performance	<ol style="list-style-type: none"> Capturing Kids’ Hearts Hattie and Marzano strategies PBS Rewards and incentives 	<ol style="list-style-type: none"> Administration 3. PBS Team 	<ol style="list-style-type: none"> Classroom observations EOY PBS qualification report

Area 2- Closing Subgroup Achievement Gaps - Required for primary, elementary, middle and high schools.

<i>Only provide data for those subgroups with 10 or more students.</i>				
English Language Arts Subgroups				
Subgroups	% Proficient			Add two strategies to overcome the achievement gap for the listed subgroup
	2016-17	2017-18	2018-19 Goal	
All Students	49%	40%	60%	
Disabled	19%	12%	40%	<ol style="list-style-type: none"> 1. PD for faculty on differentiation 2. Reading AIS pushing in to science and social studies classes with lowest 10% in reading.
Economically Disadvantaged	44%	36%	55%	<ol style="list-style-type: none"> 1. Ruby Payne book study on newest book. 2. Faculty encouraged to participate in Poverty Simulation at MHS
Add the lowest ELA subgroup here if not addressed above.				<ol style="list-style-type: none"> 1. 2.
Math Subgroups				
Subgroups	% Proficient			Add two strategies to overcome the achievement gap for the listed subgroup
	2016-17	2017-18	2018-19 Goal	
All Students	46%	49%	60%	
Disabled	27%	20%	40%	<ol style="list-style-type: none"> 1. PD for faculty on differentiation 2. Math AIS tutoring students in small groups
Economically Disadvantaged	41%	46%	55%	<ol style="list-style-type: none"> 1. 1.Ruby Payne book study on newest book. 2. Faculty encouraged to participate in Poverty Simulation at MHS
Add the lowest Math subgroup here if not addressed above.				<ol style="list-style-type: none"> 1. 2.

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.	
<i>For Primary Schools Only</i>	<i>For Non-Primary Schools</i>	<i>For Primary Schools Only</i>	<i>For Non-Primary Schools</i>
2017-18 Unify ELA Test C Year-end Results (%/#): _____	2017-18 FSA ELA Year-end Results (%/#): <u>40%/252</u> _____	2017-18 Unify ELA Test C Year-end Results (%/#): _____	2017-18 FSA ELA Year-end Results (%/#): 18%/113 _____
2018-19 Renaissance ELA Test C Year-end Goal (%/#): _____	2018-19 FSA ELA Year-end Goal (%/#): <u>60%/396</u> _____	2018-19 Renaissance ELA Test C Year-end Goal (%/#): _____	2018-19 FSA ELA Year-end Goal (%/#): 30%/198 _____
ELA-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Students cannot identify key ideas effectively.	Bell ringer activities that focus on identifying key ideas.		
	National Writing Project PLC		
	State and National conference sessions		
Students cannot integrate knowledge effectively.	Bell ringer activities that focus on integrating knowledge from several texts.		
	Implementation of DBQs in social studies classes		
	Implementation of Mini Qs in intensive ELA classes.		
	National Writing Project PLC		
Students cannot identify how authors use craft and structure for development.	Bell ringer activities that have passages requiring students to examine craft and structure.		
	National Writing Project PLC		
	State and National Conferences		
	Strategies provided by reading coach		
Teacher time for data analysis for updating PMPs and making decisions (data chats)	Collaboration for ELA and reading department to analyze FSA/Star data and update PMPs: Use of substitutes to provide time		

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

2C. Percentage of all students making learning gains in ELA.	2017-18 FSA ELA Year-end Results (%/#): 40%/252 _____	2018-19 FSA ELA Year-end Goal (%/#): 60%/396 _____	
ELA-Specific Section			

Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Students lack motivation to read	Book of the Month activities, Family Night Activities, Literacy Week		
	Competition to read SSYRA books		
	One School One Book- <i>Restart</i> in conjunction with Anti Bullying Month		
	Rewards for students reading in hallways before school		
Students lack background knowledge.	8 th graders attendance of Chamber Theatre performance of Poe's poetry and stories and Twain's short stories		
2D. Percentage of students in lowest 25% making learning gains in ELA.	2017-18 FSA ELA Year-end Results (%/#):40%/56_____	2018-19 FSA ELA Year-end Goal (%/#):60%/96_____	
ELA-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Student struggle reading fiction and nonfiction.	High interest articles in NEWSELA and NEWSELA plus		
	High interest, low level reading materials		
Students struggle with text complexity.	Level I students in Intensive ELA classes and Level II students in CTRR ELA classes		
	Small group pull outs by Reading AIS		
	Mini Qs in Intensive ELA classes		
Students need more intensive instruction.	Level I classes utilize rotations of small group, independent reading, and iReady individualized CAI		
	Reading AIS and Reading Coach pull intensive ELA students in small groups for additional intervention.		
	After school tutoring		
	CTRR classes provide an ELA and a reading teacher in CTRR classes for students scoring Level II on FSA		
Students lack motivation to read.	Identification of students close to next achievement level (bubble students); Incentives, rewards		

FSAA ELA

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

2E. Percentage of students demonstrating a satisfactory level of success (Level 3)	2017-18 FSAA ELA Year-end Results (%):35%/7_____	2018-19 FSAA ELA Year-end Goal (%):_100%/13_____	
2F. Percentage of students demonstrating an above satisfactory level of success (Level 4)	2017-18 FSAA ELA Year-end Results (%):_60%/12_____	2018-19 FSAA ELA Year-end Goal (%):__85%/11_____	
2G. Percentage of students demonstrating	2017-18 FSAA ELA Year-end Results	2018-19 FSAA ELA Year-end Goal	

both satisfactory and above satisfactory levels of success (Levels 3 & 4)	(%):_95%/19_____	(%):85/11_____	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
KMS teachers lack familiarity with LAFS Access Points.	District led PD		
	ESE PLC		
Lack of completion of complex tasks	Time spent on complex style tasks		
KMS teachers lack resources to teach Access Points.	Textbooks, Readtopia, iReady		

Proposed English/Language Arts Professional Development for 2018-19

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
National Writing Project PLC	Harris, Hays, and Marshall	ELA teachers	Monthly	Sign in sheets and classroom observations	Administration
Reading Strategy of the Month	Marshall	All teachers	Monthly	Sign in sheets and classroom observations	Administration
CTRR	District Coaches	CTRR teachers	September	MyPD transcripts	Administration
Peer Teacher Observations	Administration	ELA teachers	First semester	Classroom observations, teacher evaluation rubric	Administration

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.	
<i>For Primary Schools Only</i>	<i>For Non-Primary Schools</i>	<i>For Primary Schools Only</i>	<i>For Non-Primary Schools</i>
2017-18 Unify Math Test C Year-end Results (%/#): _____	2017-18 FSA Math Year-end Results (%/#):49%/245 _____	2017-18 Unify Math Test D Year-end Results (%/#): _____	2017-18 FSA Math Year-end Results (%/#):_15%/73 _____
2018-19 Renaissance Math Test C Year-end Goal (%/#): _____	2018-19 FSA Math Year-end Goal (%/#):60%/396 _____	2018-19 Renaissance Math Test C Year-end Goal (%/#): _____	2018-19 FSA Math Year-end Goal (%/#):30%/198 _____
Mathematics Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

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

3C. Percentage of all students making learning gains in math	2017-18 FSA Math Year-end Results (%/#):49%/296 _____	2018-19 FSA Math Year-end Goal (%/#):55%/363 _____	
Mathematics-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
3D. Percentage of students in lowest 25% making learning gains in math	2017-18 FSA Math Year-end Results (%/#):44%/52 _____	2018-19 FSA Math Year-end Goal (%/#):55%/65 _____	
Mathematics Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

FSAA Mathematics

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

3E. Percentage of students demonstrating a satisfactory level of success (Level 3)	2017-18 FSAA Math Year-end Results (%):40%/8_____	2018-19 FSAA Math Year-end Goal (%):_100%/13_____	
3F. Percentage of students demonstrating an above satisfactory level of success (Level 4)	2017-18 FSAA Math Year-end Results (%):45%/9_____	2018-19 FSAA Math Year-end Goal (%):_70%/9_____	
3G. Percentage of students demonstrating both satisfactory and above satisfactory levels of success (Levels 3 & 4)	2017-18 FSAA Math Year-end Results (%):85%/17_____	2018-19 FSAA Math Year-end Goal (%):100%/13_____	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
New teacher in the ASD/FSAA classroom	District training Classroom observation at Sims Middle	Administration	PD transcript

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	2017-18 Algebra I EOC Results (%/#):73%/53_____	3I. Percentage scoring at or above level 4	2017-18 Algebra I EOC Results (%/#):26%/19_____
	2018-19 Algebra I EOC Year-end Goal (%/#):85%/76_____		2018-19 Algebra I EOC Year-end Goal (%/#):35%/31_____
Algebra I-Specific Section			
Anticipated Barrier(s) to reaching goal.	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy

FSAA Algebra I

3J-3L. - Required for schools with students who are administered the 2018-19 Algebra I FSAA.

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 who are administered the 2018-19 Geometry FSAA.

Proposed Mathematics Professional Development for 2018-19

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Accelerated Math PD	Renaissance	Math teachers	October	Accelerated Math Reports	Math AIS
STAR Math PD	KMS Guidance Asst	Math teachers	September	Star Reports	Math Teachers
Peer Teacher Observations	Math Teachers	Math teachers	First semester	Classroom observations, teacher evaluation rubric	Administration

Science

Area 4: Science (4A-4G)

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

4A. Percentage scoring at or above level 3	2017-18 SSA Year-end Results (%/#):54%/74____ 2018-19 SSA Year-end Goal (%/#):65%/136____	4B. Percentage scoring at or above level 4.	2017-18 SSA Year-end Results (%/#):_29%/49____ 2018-19 SSA Year-end Goal (%/#):_35%/73____
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 such as Interactive notebooks	Administration	Classroom observations and walkthroughs
Students lack problem solving skills	Gizmos Problem Based Lessons	Administration	
Students struggle with the text complexity of Science FCAT	DE Techbook Coding texts	Administration	

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)	2017-18 FSAA Science Year-end Results (%):50%/3____	2018-19 FSAA Science Year-end Goal (%):_75%/10____	
4D. Percentage of students demonstrating an above satisfactory level of success (Level 4)	2017-18 FSAA Science Year-end Results (%):32%/2____	2018-19 FSAA Science Year-end Goal (%):_65%/8____	
4E. Percentage of students demonstrating both satisfactory and above satisfactory levels of success (Levels 3 & 4)	2017-18 FSAA Science Year-end Results (%):85%/5____	2018-19 FSAA Science Year-end Goal (%):_75%/10____	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Teachers lack familiarity with Science Access points	ESE district training	Administration	Classroom observations
Teachers lack resources on Science Access points	Readtopia and Kurzweil software	Administration	Classroom observations

Students struggle as the tasks escalate in difficulty	CPalms lessons	Administration	Lesson plans available for formal observations

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 who are administered the 2018-19 Biology I FSAA.

Proposed Science Professional Development for 2018-19

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Differentiated science instruction	District coordinator	Science teachers	October	PD transcripts	Administration
Vocabulary and Reading Strategy of the Month	Reading Coach	All faculty	Planning and Early Release days	PD transcripts	Administration
Problem Based Learning	STEAM innovators	STEAM PLCs	Monthly	Video observations	Administration
Peer Teacher Observations	Science teachers	Science teachers	First semester	Classroom observations, teacher evaluation rubric	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	2017-18 EOC Results (%/#):_68%/123____ 2018-19 EOC Year-end Goal (%/#):_75%/178____	5B. Percentage of students scoring at or above level 4	2017-18 EOC Results (%/#):34%/62____ 2018-19 EOC Year-end Goal (%/#):_45%/106____
Civics-Specific Section			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Students lack background knowledge in Civics.	Discovery ED videos and NEWESLA articles	Administration	Classroom observations
	Making connections with topics in Geography	Administration	Classroom observations
Students struggle to retain Civics content	Test items that spiral through previous content (20%) rule; supplementary materials <i>Gateway</i> text	Administration	Classroom observations
Students struggle to gain deep knowledge of Civics content.	DBQs implemented each semester	Administration	Classroom observations
Students lack critical vocabulary	Repetition, modelling and scaffolding, Reading coach vocabulary strategies	Administration	Classroom observations

FSAA Civics EOC

5C.-5E. - Required for schools with students who are administered the 2018-19 Civics FSAA.

5C. Percentage of students demonstrating a satisfactory level of success (Level 3)	2017-18 FSAA Civics Year-end Results (%):_40%/2____	2018-19 FSAA Civics Year-end Goal (%):_100%/4____	
5D. Percentage of students demonstrating an above satisfactory level of success (Level 4)	2017-18 FSAA Civics Year-end Results (%):_40%/2____	2018-19 FSAA Civics Year-end Goal (%):_50%/2____	
5E. Percentage of students demonstrating both satisfactory and above satisfactory levels of success (Levels 3 & 4)	2017-18 FSAA Civics Year-end Results (%):80%/4____	2018-19 FSAA Civics Year-end Goal (%):_100%/4____	
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	Classroom observations

Students lack background knowledge in social studies	Readtopia and Kurzweil software	Administration	Classroom observations
Students have low level reading skills.	Reading strategy of the month PD and iReady	Administration	PD transcripts and iReady reports
Students struggle as tasks escalate in difficulty	District level PD	Administration	PD transcripts

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 who are administered the 2018-19 US History FSAA.

Proposed Social Studies Professional Development for 2018-19

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Reading Strategy of the month	Reading Coach	Faculty	Monthly	PD transcripts	Administration
Coaching cycle in FSAA classrooms	Reading Coach	ESE FSAA teachers	Second and third nine weeks	Classroom observations	Administration
Peer Teacher Observations	Social Studies Teachers	Social Studies Teachers	First Semester	Classroom observations, teacher evaluation rubric	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 2018 (%#): 7%/49 ____		Number of students identified August 2017 promoted to next grade (%#): 78%/114 ____	
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 projects 4. Inquiry Based Learning 5. After School tutoring 6. Engagement activities PD	Administration	Classroom observations, Tutoring attendance records,
KMS students need someone who cares.	Teacher mentors for students with 3 or more indicators	Administration	Classroom observations and walk throughs during 4 th period
Many students with disabilities are not making learning gains.	PD on Differentiated Instruction from FDLRS and/or ESE district personnel	Administration	STAR reports and At risk report in SMART

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.

2017-18 Number of Students with Excessive Late-to-School (15 or more) (#): 23 ____	2017-18 Number of Students with Excessive Absences (More than 10% absentee rate) (#): 112 ____	2017-18 Attendance Rate (%): 94.24% ____
2018-19 Goal for Number of Students with Excessive Late-to-School (15 or more) (#): 15 ____	2018-19 Goal for Number of Students with Excessive Absences (More than 10% absentee rate) (#): 90 ____	2018-19 Attendance Rate Goal (%): 95.5% ____

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	Classroom observations
	Growth Mindset lessons	Administration	Classroom observations
Students lack motivation to attend school	Incentives, Attendance committee, PBS rewards	PBS team	Team meeting observations
Many KMS students need parental support to require them to attend school	REMIND app, School Messenger, phone calls to parents, parent conferences, district script for parents	Administration	School Messenger records, Parent Conference sign off sheets

Suspension

6E. - Required for all schools.

2017-18 Total Number of In-School Suspensions (#): <u>403</u>	2017-18 Total Number of Students Suspended In-School (#): <u>174</u>	2017-18 Total Number of Out-of-School Suspensions (#): <u>136</u>	2017-18 Total Number of Students Suspended Out-of-School (#): <u>81</u>
2018-19 Goal - Total Number of In-School Suspensions (#): <u>350</u>	2018-19 Goal - Total Number of Students Suspended In-School (#): <u>150</u>	2018-19 Goal - Total Number of Out-of-School Suspensions (#): <u>100</u>	2018-19 Goal - Total Number of Students Suspended Out-of-School (#): <u>65</u>

Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Students lack accurate information about bullying and cyberbullying	Dean grade level presentation on bullying and AG Office presentation on Internet Safety	Admin	ODR Reports in SMART
Students lack knowledge of KMS student expectations. (ROARS)	All teachers teach Code of Conduct	Administration	Test results
	Frequent reminders of ROARS on ITV and posters in hallways and classrooms	Administration	Walk throughs
	Principal, dean, and guidance counselor review expectations at grade level meetings	Administration	Meeting minutes
	Teachers review ROARS quarterly	Administration	Walk throughs
Students receive ODRs because they do not have appropriate social skills to resolve conflict	Ripple Effects	Administration	Ripple Effects reports

Parent Involvement

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

2017-18 Volunteer Hours (#): <u>1509</u>	2018-19 Volunteer Hour Goal (#): <u>1980</u>	
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Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
KMS faculty and admin struggle to communicate with parents because of phone connectivity issues.	REMIND, Facebook, Flyers, Marquee, School Messenger, Phone Buddies	Admin	Sign in sheets at Parent meetings and activities
KMS teachers need to improve frequency of positive parent communications.	Emphasis in Cougar Connects newsletter to faculty and staff	Administration	Return of Positive Post Cards
Teacher time for data analysis to problem solve and update PMPs	Collaboration between departments to analyze FSA/Unify/Star Data and substitute coverage to provide time	Administration, MTSS team	PMPs

Proposed At-Risk Professional Development for 2018-19

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Parent communications	Guidance Counselor	Faculty	October	Conference observations	Administration
MTSS process	MTSS team	Faculty	October	PMPs	Administration

Science, Technology, Engineering, Arts, and Mathematics

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

7A. - Required for all schools

7A. 2018-19 STEAM Goal narrative Teaching a concept across curriculum using the 4 Cs			
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Teachers lack familiarity with problem-based learning projects.	STEAM Innovators lead PLC	Administration	Walk through meetings
Teachers believe STEAM is more work and that they must put on a “show”	Change teachers’ mindset about STEAM to different way to teach; innovators will assist with lesson and SOS strategies	STEAM Innovators	Walk throughs and video observations

Proposed STEAM Professional Development for 2018-19

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
PBL	STEAM Innovators	STEAM PLCs	Monthly	Observations	STEAM PLCs and Admin
IBL	Marshall	ELA and Intensive ELA classes coaching cycles	As requested by teachers	Conferences	Admin and Reading Coach

Acceleration Success

Area 8: Advanced Coursework and/or Industry Certification

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

Percentage of students who pass high school end of course exams and industry certifications.	2017-18 Acceleration Success Rate (%):_64%_____	2018-19 Acceleration Success Rate Goal (%):_75%_____	
Anticipated Barrier(s)	Strategies to Overcome Barrier	Person Monitoring Strategy	Method of Monitoring Strategy
Students encounter difficult vocabulary.	Modeling, Scaffolding, Literacy Coach vocabulary strategies PD	Admin	Classroom observations and walk throughs
Students must retain knowledge gained all year to pass test	Application of knowledge in labs, 20% rule on tests	Admin	Classroom observations and walk throughs
Students lack confidence and perseverance	Implementation of Growth Mindset	Admin	Classroom observations and walk throughs
Students lack keyboarding skills and knowledge of Microsoft Office	Teacher implementation of Word, PowerPoint, Excel assignments in content areas	Admin	Classroom observations and walk throughs

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

Proposed Acceleration Success Professional Development for 2018-19

Topic	Facilitator	Targeted Participants	Proposed Dates	PD Follow-up Strategy	Person Responsible
Microsoft Office 365	Spencer Lunsford	Faculty and Staff	Monthly	PD Reports	Admin

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	Walk throughs
2. Insure the alignment of curriculum and instructional materials to the state academic standards	Academic PLCs and Textbook adoption process for math	Admin	Walk throughs
3. Use of learning communities	Content Area and STEAM PLCs	Admin	Walk throughs
4. Use of problem-solving, inquiry-driven research and analytical approaches for students.	STEAM PLCs	Admin	Classroom observations and walk throughs
5. Use of strategies and tools based on student needs	Literacy Coach Strategy of the Month, Reading AIS and Math AIS	Admin	Classroom observations and walk throughs
6. Use of competency-based instruction; integrated digital instruction; and project-based instruction	STEAM PLCs and STEAM Innovators PD	Admin	Classroom observations and walk throughs
7. Use of integrated digital instruction; and project-based instruction.	STEAM PLCs and STEAM Innovators PD	Admin	Classroom observations and walk throughs
8. Use of project-based instruction.	STEAM PLCs and STEAM Innovators PD	Admin	Classroom observations and walk throughs
9. Insure availability of CAPE Digital Tool certificates and CAPE industry certifications.	Career Prep Course implemented: Microsoft Office for 8 th , Culinary Class, Additive Manufacturing Course	Admin	Classroom observations and walk throughs

9B. Early Warning Systems

The signing of HB 7069 eliminated the requirement that a school improvement plan include early warning system data, however schools with any grade levels of K-8 are required to monitor students who are “off-track”. K-8 schools 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.