

Santa Rosa County School District

Martin Luther King Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	9
Planning for Improvement	17
Positive Culture & Environment	21
Budget to Support Goals	0

Martin Luther King Middle School

5928 STEWART ST, Milton, FL 32570

<http://www.santarosa.k12.fl.us/schools/kms/>

Demographics

Principal: Darren Brock

Start Date for this Principal: 7/24/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
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 Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (49%) 2017-18: C (51%) 2016-17: B (54%) 2015-16: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/5/2021.

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.

To make our Cougars "King of the Hill" in reading, writing, math, science, technology, and positive attitudes.

Provide the school's vision statement.

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

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
Brock, Darren	Principal	Provides strategic direction for the school by developing curricula, assessing teaching methods, monitoring student achievement, encouraging parent involvement, administering the budget, hiring and evaluating staff and overseeing facilities.
Baxley, Melissa	Assistant Principal	Assists the principal to provide direction for the school by developing curricula, assessing teaching methods, monitoring students achievement, encouraging parent involvement, administering the budget, hiring, and evaluating staff and overseeing facilities.
Lee, Kelly	Guidance Counselor	Is responsible for the registration of new students and scheduling of all students, provides personal/social, behavioral, and/or academic counseling to all students, provides assistance in the screening, referral, identification and placement of students with special needs, and provides assistance to parents of all students. Coordinates and administers a variety of standardized tests, maintains test security, and interprets test results to parents, students, and other school staff.
Byers, Jamie	Dean	Manages student supervision issues and enforces school behavioral expectations. Is knowledgeable of Santa Rosa County School Board Policies regarding safety and discipline, enforces policies/rules both fairly and consistently. Promotes the welfare of students, faculty and staff; and sets high expectations and articulates them to all stakeholders.
Guy, Theresa	Instructional Coach	Provides teacher professional learning for Literacy and Mathematics and small group mathematics intervention.
Marshall, Elizabeth	Instructional Coach	Provides teacher professional development for literacy and small group literacy intervention.
Kimmons, Amanda	Teacher, ESE	Supervises IEP compliance and provides accommodations as needed.

Demographic Information

Principal start date

Wednesday 7/24/2013, Darren Brock

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.*

1

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.*

13

Total number of teacher positions allocated to the school

38

Total number of students enrolled at the school

670

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

3

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

2

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	0	0	0	0	0	241	201	228	0	0	0	0	670
Attendance below 90 percent	0	0	0	0	0	0	119	105	100	0	0	0	0	324
One or more suspensions	0	0	0	0	0	0	9	5	6	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	10	6	5	0	0	0	0	21
Course failure in Math	0	0	0	0	0	0	9	6	9	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	62	48	79	0	0	0	0	189

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	5	3	4	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	1	3	5	0	0	0	0	9

Date this data was collected or last updated

Wednesday 9/1/2021

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	0	0	0	0	0	0	193	187	178	0	0	0	0	558
Attendance below 90 percent	0	0	0	0	0	0	19	4	12	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	18	34	44	0	0	0	0	96
Course failure in ELA	0	0	0	0	0	0	2	2	1	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	8	2	3	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	9	2	7	0	0	0	0	18

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	0
Students retained two or more times	0	0	0	0	0	0	2	3	3	0	0	0	0	8

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	0	0	0	0	0	0	193	187	178	0	0	0	0	558
Attendance below 90 percent	0	0	0	0	0	0	19	4	12	0	0	0	0	35
One or more suspensions	0	0	0	0	0	0	18	34	44	0	0	0	0	96
Course failure in ELA	0	0	0	0	0	0	2	2	1	0	0	0	0	5
Course failure in Math	0	0	0	0	0	0	8	2	3	0	0	0	0	13
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	38	20	39	0	0	0	0	97

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	5	3	4	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	2	3	3	0	0	0	0	8

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
06	2021					
	2019	46%	63%	-17%	54%	-8%
Cohort Comparison						
07	2021					
	2019	41%	59%	-18%	52%	-11%
Cohort Comparison		-46%				
08	2021					
	2019	44%	68%	-24%	56%	-12%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	46%	66%	-20%	55%	-9%
Cohort Comparison						
07	2021					
	2019	31%	54%	-23%	54%	-23%
Cohort Comparison		-46%				
08	2021					
	2019	45%	76%	-31%	46%	-1%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	42%	62%	-20%	48%	-6%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	62%	75%	-13%	71%	-9%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	75%	73%	2%	61%	14%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

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

Progress monitoring tools include Renaissance STAR Reading, STAR Math, and Performance Matters/Unify assessments. STAR is an adaptive assessment whereas Performance Matters/Unify is a static assessment. The types of assessments are reflected in the percentage rate differences between the two assessments.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	186/51%	204/51%	0
	Economically Disadvantaged	92/49%	104/43%	0
	Students With Disabilities	39/10%	41/15%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	184/47%	205/40%	0
	Economically Disadvantaged	95/37%	104/27%	0
	Students With Disabilities	39/23%	42/17%	0
	English Language Learners	0	0	0

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	193/48%	213/48%	0
	Economically Disadvantaged	105/48%	116/45%	0
	Students With Disabilities	43/23%	47/32%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	193/53%	206/53%	0
	Economically Disadvantaged	106/45%	113/47%	0
	Students With Disabilities	44/23%	42/29%	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students	29%	43%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring

Grade 8				
Number/% Proficiency		Fall	Winter	Spring
English Language Arts	All Students	174/58%	185/55%	0
	Economically Disadvantaged	97/53%	105/48%	0
	Students With Disabilities	35/29%	39/18%	0
	English Language Learners	0	0	0
	Number/% Proficiency		Fall	Winter
Mathematics	All Students	91/29%	119/48%	0
	Economically Disadvantaged	57/25%	76/40%	0
	Students With Disabilities	25/16%	31/23%	0
	English Language Learners	0	1/100%	0
	Number/% Proficiency		Fall	Winter
Science	All Students	37%	48%	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0		0

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
SWD	14	32	30	17	38	44	22	41			
BLK	33	53	37	20	37	41	20	46			
HSP	35	27		31	33						
MUL	36	38	24	43	41	36	50	65	58		
WHT	43	46	36	39	34	38	55	60	44		
FRL	37	44	36	34	36	39	46	56	38		
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	21	44	43	26	33	23	38	29	40		
BLK	15	37	43	19	30	34	14	38			
HSP	38	52		42	43			40			
MUL	52	54	64	48	41	27	43	61	57		

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
WHT	48	54	53	49	44	39	48	65	58		
FRL	41	52	55	45	42	39	44	58	59		
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	22	32	29	31	45	41	45	43	18		
BLK	32	36	25	34	41	32	50	44			
HSP	36	38		52	55						
MUL	51	42	64	55	47	39	55	61	71		
WHT	41	41	42	55	49	49	59	70	62		
FRL	38	38	42	51	48	50	52	68	56		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	389
Total Components for the Federal Index	9
Percent Tested	98%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	30
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	43
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	44
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	41
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?

According to 2021 FSA data, all areas demonstrated a substantial decrease from 2019 FSA data. Based on comparison of 2019 FSA Data to the 2021 FSA Data the ELA Achievement decreased by 4 percent, ELA lowest 25th percentile decreased by 19 percent, Math Achievement decreased by 9 percent, Math Learning Gains decreased by 6 percent, and Social Studies achievement decreased by 2 percent. Based on FSA, the SWD and African American subgroups demonstrated a larger learning gap than other subgroups. The SWD is below federal index with achievement at 33 percent. The African American subgroup is below federal index with achievement at 29 percent.

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

Based on State Assessment data and progress monitoring, the greatest need for improvement was demonstrated by a downward trend with Math Learning Gains decreasing by 6%, Math Lowest 25th Percentile decreasing by 10%, Science achievement decreasing by 11%, and African American subgroup decreasing from 37% in 2018 to 29% in 2019 and SWD subgroup decreasing from 34% in 2018 to 33% in 2019.

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

Contributing factors include, increased learning gaps due to Remote Learning, Covid protocols, and attendance. Highly qualified teachers will provide rigorous Tier 1 instruction, Tier 2 intervention, and Tier 3 instruction in intensive reading classes with 6th grade Learning Live curriculum and 7th-8th grade iLit45 curriculum. Continuity of learning will be provided to students who are under stay at home orders.

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

The only state assessment demonstrating improvement for students at KMS was from 2019 to 2021 was the NGSS Science which showed a 5 percent increase from 2019-2021.

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

Teachers participated in quarterly data meetings with administration and intervention specialists.

During Data Meetings teachers:

- Reviewed their At-Risk Report
- Created a watch list of students to monitor closely
- Reviewed PMP data points
- Adjusted interventions as needed
- Compared classroom grades with standardized assessment scores
- Consulted with Study Island and Gizmo Representatives
- Reviewed Study Island and Gizmo Reports
- Reviewed Performance Matters Reports

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

Students in African-American and Students with Disabilities subgroups have highly qualified teachers who provide rigorous Tier 1 instruction, Tier 2 intervention. Students in these subgroups identified as Tier 3 participate in intensive reading classes with 6th grade Learning Live curriculum and 7th-8th grade iLit45 curriculum. Continuity of learning will be provided to students who are under stay at home orders.

Math core classes have highly qualified teachers who provide rigorous Tier 1 instruction and Tier 2 intervention is provided in small group classroom instruction. Tier 3 intervention is provided through intensive math classes using small group settings as well as Freckle and Edmentum.

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.

Savvas ELA Curriculum Professional Development for all classroom teachers from the district and literacy coach, CTRR Tier 2 Intervention Professional Development for all classroom teachers, Language Live and iLit45 Professional Development for Intensive Reading Teachers, Freckle and Edmentum Professional Development for all math teachers

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

The Academic Intervention Specialist at KMS now works with Tier 3 students in Math as well as reading in order to provide one-on-one support to students. The reading coach works closely with guidance, ESE, ELA, and Intensive ELA students to analyze historical data, DAR assessment to identify and determine data-driven instruction for those students with decoding issues. Sustained PD opportunities for our teachers utilizing the newly adopted curriculum take place at the school site with our reading coach. We have also implemented regular data meeting with admin, ELA teachers, and the reading coach to progress monitor students more closely.

Math teachers and the Academic Intervention Specialist meet regularly with admin to progress monitor data in order to identify students with most needs and recommend and implement strategies to help them succeed.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: On the 2019 FSA students with Disabilities scored 21% on FSA ELA, 26% on FSA math, 38% on NGSS science, 29% on Civics EOC and 29% earned middle school acceleration points. All of these areas are well below the expected 41% proficiency.

Measureable Outcome: Students with Disabilities will improve on the 2022 FSA ELA 20%, 15% in math FSA scores, 5% in science NGSS, and 12% in Civics EOC, resulting in 41% proficiency for each.

Monitoring: The desired outcome will be monitored through STAR benchmark assessments for ELA and Math, ELA Write Score each semester, and Focus benchmark assessments for Science and Social Studies. Teachers will participate in data chats with school administrators to discuss student progress each quarter.

Person responsible for monitoring outcome: Darren Brock (brockdc@santarosa.k12.fl.us)

Evidence-based Strategy: Teachers will utilize instructional differentiation to design and implement lessons based on learning styles, students' interest, and students' abilities. Teachers will also employ differentiation for assessments based on the latter. Methods of differentiation include but are not limited to the process (addressing various learning styles), the product students use to demonstrate mastery of the content, and/or classroom management techniques that support a safe and supportive learning environment.

Rationale for Evidence-based Strategy: Carol Ann Tomlinson's research shows that the effectiveness of differentiation benefits a wide range of students especially students with learning disabilities.

Action Steps to Implement

1. Teachers will participate in a minimum of five hours of professional development that addresses the needs of students with disabilities, such as the webinars by PS/Rtl Project or FDLRS.
2. Teachers will include one goal in My Learning Plan that will address the needs of students with disabilities in their classrooms.
3. Teachers will participate in bi-quarterly MTSS meetings to discuss and share student interventions that are working for at risk students.
4. KMS will provide funding for the Dean of Students, Guidance Counselor, and ESE Department chairperson to attend the online Ruby Payne Emotional Poverty Workshop in October.
5. Teachers will participate in professional learning committees addressing instructional and assessment strategies for differentiated instruction.
6. Organize parent involvement activities and events that build parent capacity.

Person Responsible Darren Brock (brockdc@santarosa.k12.fl.us)

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale: African-American students scored less than proficient on the 2019 FSA ELA and Math, NGSS Science, and the Civics EOC. The assessment scores from 2018 to 2019 decreased as follows: ELA 32% to 15%, Math 34% to 19%, NGSS science 50% to 45% and Civics EOC 44% to 38%.

Measureable Outcome: King Middle School African-American students scores will improve on 2022 FSA ELA by 32%, math by 19%, science scores by 5%, and Civics EOC by 38%, resulting in 41% proficiency for each.

Monitoring: The desired outcome will be monitored through STAR benchmark assessments for ELA and Math, ELA Write Score each semester, and Focus benchmark assessments for Science and Social Studies. Teachers will participate in data chats with school administrators to discuss student progress each quarter.

Person responsible for monitoring outcome: Darren Brock (brockdc@santarosa.k12.fl.us)

Evidence-based Strategy: King Middle School will use various strategies to build and improve relationships with African-American students. According to Hattie's research building relationships contributes 72% toward student success. Programs such as Capturing Kids' Hearts will be used to develop relationships with all students especially African-American students. Differentiated instruction in academic core subject areas will take place using the recommendations from curriculum resources provided.

Rationale for Evidence-based Strategy: Research indicates that when teachers demonstrate that they care for the learning of each student there are higher achievement outcomes. Research also indicates when instruction is differentiated based on social and cultural differences, African-American students have a higher achievement rate.

Action Steps to Implement

1. New teachers and educational support employees will attend professional development in Capturing Kids' Hearts and implement techniques learned to build relationships with students.
2. Teachers and educational support personnel previously trained in CKH will continue to use strategies to build relationships with students.
3. Students will use Edmentum's Study Island to practice skills and build knowledge in all four core content areas.
4. Teachers will be provided professional development in the differentiation of instruction based on students' needs.
5. Organize parent involvement activities and events that build parent capacity.

Person Responsible: Darren Brock (brockdc@santarosa.k12.fl.us)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: In 2020-2021, the overall FSA math achievement decreased by 9%: learning gains decreased 6%; the lowest 25th percentile increased 2%. Math proficiency in middle school ensures higher high school graduation rates, higher college admission rates, higher technical education rates, and allow students greater opportunities to enter the workforce with ease.

Measureable Outcome: King Middle School overall math achievement will improve 5 percentile points in math achievement, learning gains will grow 6% and the lowest 25th percentile will increase by 10%. The goal is to achieve overall math achievement of 43%, learning gains of 41%, and lowest 25th percentile of 44%.

Monitoring: The desired outcome will be monitored through STAR benchmark assessments for Math. Teachers will participate in data chats with school administrators to discuss student progress each quarter.

Person responsible for monitoring outcome: Darren Brock (brockdc@santarosa.k12.fl.us)

Evidence-based Strategy:

1. Students who were not proficient on the math FSA are scheduled in intensive math classes for one semester. Teachers will use progress monitoring data from STAR assessments to identify standards where students lack proficiency and target instruction to achieve mastery.
2. Students will use Discovery Education and Gizmo in math classes to practice strategies and skills in order to reach proficiency.
3. Teachers will use differentiated instruction to address students' unique needs when learning math skills and knowledge.
4. The AIS will provide intervention through small group instruction providing progress monitoring to drive instruction.

Rationale for Evidence-based Strategy:

1. Research shows that students who participate in small group instruction demonstrate increased mastery of standards.
2. Research on teachers' use of differentiated instruction in the classroom has shown to meet the needs of diverse learners and improve student achievement.

Action Steps to Implement

1. Students in intensive math classes will use Edmentum's Exact Path for customized assignments for students to work at their own levels.
2. Students in all math classes will use Edmentum's Study Island and/or Discovery Education and/or Gizmo to complete basic skills and content skills problem activities.
3. Students in all math classes will have access to technology (computers, etc.)
4. Teachers will participate in PLC's to focus on strategies to build collaboration, critical thinking, communication, and creativity.
5. All students are offered the opportunity to participate in extracurricular activities including Academic Team, the Robotics Club, and the STEAM/Genuis Club. These groups may compete on a district, state, and/or national level. These competitions would include overnight stays and necessary meals. Student participation in these clubs supports student achievement growth in STEAM, science and math skills.
6. Organize parent involvement activities and events that build parent capacity.

Person Responsible: Darren Brock (brockdc@santarosa.k12.fl.us)

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.

Martin Luther King Middle School (KMS) discipline data shows we us as a high incident school. Out of 553 schools, KMS ranks as 387. KMS is ranked high in violent incidents (fighting, battery, bullying), high in property incidents (theft), and very high in drug/public order incidents (tobacco, weapons). KMS is also above the state average in in school suspension and out of school suspension. The data charts stop at year 2019, but it does give us a picture of areas we need to work on. KMS will implement additional steps in our discipline plan such as mentoring and more parental contacts. KMS will implement the strategies of Capturing Kids Hearts, PBS, and institute a school wide mentoring program where all troubled students will have someone to provided guidance and decision making skills. Evaluating our high number of incidents, KMS' primary focus will be on drug/public order incidents where we had a large number of tobacco incidents. Vaping has a large number of incidents. KMS will implement educational strategies to inform the students of the dangers of vaping and legal aspect as well. KMS will monitor the areas where vaping is taking place and limit the number of students in these areas. KMS' secondary focus will be on violent incidents such as fighting. We have instituted a one direction hallway which will eliminate students meeting each other and also have staff on duty stations scattered throughout the hallways. KMS' long term plan is to put these incidents on a downward plane and keep the plan moving into the future.

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.

King Middle School (KMS) builds positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and vision to support the needs of all students. KMS promotes a positive school culture and environment by hosting parent and family engagement activities, such as parent workshops and family learning nights. KMS hosts family engagement events during school hours or evenings to accommodate parent's work schedules and provide multiple parent involvement opportunities. Parent engagement events may be virtual or in person. Parents may use the Parent Resource Room anytime during school hours. KMS strives for effective communication with parents and families to build trust, strengthen relationships, and support student success in the classroom.

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

The stakeholders of KMS who promote a positive culture and environment include teachers, parents, students, and community business leaders. The KMS School Advisory Council (SAC) includes teachers, parents, students, and community business leaders as representative members to discuss the school's performance, goals, and needs of students. Student leaders of Beta Club and SGA are members of SAC to gather student viewpoints. SAC provides input and approval of the school's plans and policies, such as the School Improvement Plan, Parent and Family Engagement Plan, Parent-Teacher-School Compact, and the school's budget. The KMS Parent Teacher Organization (PTO) assembles to support the school's mission, volunteers to raise funds for the school's goals, and works with the school to enrich student educational experiences.