

Manatee County Public Schools

Martha B. King Middle School



2017-18 School Improvement Plan

Martha B. King Middle School

600 75TH ST NW, Bradenton, FL 34209

www.manatee.k12.fl.us

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (As Reported on Survey 3)
Middle School 6-8	No	65%
Primary Service Type (per MSID File)	Charter School	2016-17 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	B*	C

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Martha B. King Middle School

DA Region and RED	DA Category and Turnaround Status
Southwest - Julio Valle	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

The mission of Martha B. King Middle School is to prepare the King community for the challenge and demands of the 21st century by facilitating the acquisition of knowledge, skills and experiences necessary to reach individual potential..

b. Provide the school's vision statement

Our greatest contribution is to be sure there is a teacher in every classroom who cares that every student every day learns and grows to feel like a real human being.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The process by which King learns about students' cultures and builds relationships between teachers and students takes many shapes. We hold Open Houses for families to become familiar with staff and the school. We also have outreach efforts such as pre-school home visits and home-contacts. This is also done through activities in class, interactions with the staff, interest surveys, and journal writing.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

King Middle School creates an environment where students feel safe and respected before, during and after school by having a zero tolerance for bullying and horseplay that can result in more severe problems. Our students have learned to stand up for themselves and others whom they see being bullied or harassed. We incorporate the "It's Your Choice!" program which goes over how to say no and be a proactive member of the society. Our teachers and staff are visible before school, after school and during all class changes. We take seriously all necessary emergency drills and place an emphasis on them to ensure all students know what to do should the need arise.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Positive Behavior Intervention Support

Behavior is everyone's concern. A great deal of time has been spent formulating Positive Behavior Interventions and Support (PBIS) which is meaningful, reasonable, and enforceable, and which will aid in the smooth functioning of our school. It is essential that all teachers enforce the code uniformly and read guidelines for student behavior.

ACTIVELY ENGAGE STUDENTS

Students spend much of their time throughout the year in teacher-led instruction. The way these activities are organized and conducted have a major impact on student behavior. How teachers deal with inappropriate behavior when it does occur is an indicator of effectiveness. Successful classroom managers deal with problems in the early stages before they become highly disruptive. The teacher's ability to keep the lesson moving and to help the student succeed alleviates most

inappropriate behavior.

MONITOR BEHAVIOR, TAKE ACTION CONSISTENTLY

Effective teachers monitor students carefully and frequently so that misbehavior is detected early, before it involves many students or becomes a serious disruption. Although teacher styles and personalities vary, effective classroom managers are clearly in charge of the class. It is better for teachers in the long run if they handle their own disciplinary problems as much as possible.

RESPECT STUDENTS

Discipline should not be administered in a manner which is humiliating, degrading, or unduly severe in its nature. In no case shall cruel or inhumane punishment be administered to any child attending a public school. The laws of the State of Florida provide and imply the right and responsibility of principals and teachers to administer proper discipline.

BE IN CONTROL

All teachers and other members of the staff are required to abide by and enforce the provisions of Florida Statute 231.09 (9) "Protect Property." Each teacher or other member of the staff of any school shall assume the authority and responsibility for the control and direction of pupils as may be assigned to him/her by the principal and shall keep order in

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The social-emotional needs of all students are met through the staff mentoring program, guidance counselors providing individual and group services, the school social worker and/or the school psychologist following up and adding to all of the programs.

We also meet this student need through our school-wide PBIS program.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

a. King Middle School's early warning system utilizes the following indicators:

- i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- ii. One or more suspensions, whether in school or out of school
- iii. Course failure in English Language Arts or mathematics
- iv. Level 1 score on the statewide, standardized assessments in English Language Arts, mathematics, and science

b. Provide the following data related to the school's early warning system

1. 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
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	150	119	134	0	0	0	0	403

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	180	142	160	0	0	0	0	482

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

We have identified students who have are within our Bottom Quartile Reading and Math (Level 1 students). Teacher teams meet to discuss the academic and behavior needs of these students monthly to identify interventions and supports needed. Additionally, our PBIS system monitors and intervenes with these students on a behavioral basis.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

King Middle School works to build positive relationships with families to increase involvement by fostering the relationship with the Parent Teacher Organization and School Advisory Council. For those parents who are unable to attend on site functions the school website is updated as well as individual teacher websites. The school puts out a bi-monthly school newspaper and a newsletter which goes out every two months. Teachers work to keep their online gradebook, FOCUS, up to date for parents to know what is going on within their child's classroom.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

King Middle School works to build and sustain partnerships with the local community by utilizing the Parent Teacher Organization and School Advisory Committee to secure resources and support for the school and student achievement.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Romeo, Michele	Principal
Zickafoose, Steven	Assistant Principal
Anderson, Heather	Teacher, K-12
May, Lynda	Teacher, K-12
Kane, Jessica	Assistant Principal
Powers, Rob	Teacher, K-12

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

There are several responsibilities the School Leadership Team must perform. These include:

- Takes a balcony view of the school
- Assists the principal in making decisions to govern the school (shared decision making)
- Ensures a focus on learning and continuous improvement
- Guides the work of the collaborative teams
- Supports and monitors the work of the collaborative teams
- Serves as the steward of the school's mission, vision, core values (commitments)
- Monitors achievement, climate and satisfaction data to assure that the learning environment is producing results consistent with the school's stated goals
- Identifies gaps in performance or processes and plans for their improvement
- Aligns school's work with the district and classroom

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school-based MTSS leadership team will focus meetings on the development and maintenance of a problem-solving system to bring out the best in our teachers, our students and our school community.

The MTSS leadership team meets once a week to collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills, based on current school data and observations. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

A member of the staff from primary and intermediate grade levels are members of the MTSS leadership team to collaborate, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills, based on current school data and observations.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Michele Romeo	Principal
Matt Daugherty	Business/Community
David Moyler	Education Support Employee
David Thornton	Parent
Rachel McCoy	Parent
Charlie Sellick	Business/Community
Hector Rosario	Teacher
Fernando Vera	Teacher
	Student
Grace Hager	Parent
	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

Progress toward school goals were shared at the beginning of the school term. Input was gathered regarding the need for continued goals. SAC members were convened to discuss the current school status, grades and goals. Parents gave input on the school goals and will monitor progress throughout the school year.

b. Development of this school improvement plan

SAC assists the principal in the school's annual budget . SAC also assists in the preparation and evaluation of the School Improvement Plan. (SIP). The plan is designed to achieve the state education goals and student performance standards. The plan also address issues relative to budget, training, instructional materials, technology, staffing, student support services, and other matters of resource allocation as determined by school board policy.

SAC approves of the expenditure of school improvement funds. SAC approves the final draft of the school improvement plan and conducts a public meeting for community suggestions for modifications and serves as an advocate in the community and the school for implementation and assists in public relations efforts related to the plan. They also support school improvement implementation. They collect and analyze information about the community and the school and receives public input regarding needs (Needs Assessment) of the school.

SAC provides ongoing review of the progress being made toward implementation of the school improvement plan. They evaluate success by monitoring short-term and long-term outcomes.

c. Preparation of the school's annual budget and plan

The SAC will approve the plan to expend this year's funding based on the 2017-2018 goals.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Last years budget was encumbered to support the writing and science focus the school had outlined in their SIP goals.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Romeo, Michele	Principal
Zickafoose, Steven	Assistant Principal
Powers, Rob	Teacher, K-12
Kane, Jessica	Assistant Principal
Silva, Janelle	Teacher, K-12
Evans, Kim	Teacher, K-12
Minshall, Pamela	Teacher, K-12
Anderson, Heather	Teacher, K-12
Grantham, Dan	Teacher, K-12
Robords, Nancy	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

LLT ensures that students who require reading support are placed appropriately and have teachers who are highly qualified. Additionally, LLT monitors growth of reading students via Successmaker to help guide instruction. Supplemental funds will be provided to ensure reading classes are provided with resources to engage and support reading students. Data chats will be held every 2 weeks with reading teachers to track growth and discuss classroom needs.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

King Middle School has a master schedule that allows for 46 minutes of planning for all grade levels. The master schedule includes common grade level/subject planning time. Teacher are encouraged during this time to work together collaboratively when unpacking the benchmarks and planning out lessons that align with the Florida State Standards. Professional Learning Communities have been established so that teachers meet for approximately 46 minutes weekly. Teachers in every department have been given common planning time.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

King Middle School enjoys a very positive staff. We foster a healthy culture by promoting a Wellness information and a Sunshine Committee This team of teachers are responsible for supporting the social emotional aspects of a healthy employee. Our PBIS committee has also established RISE Incentives for teachers which helps celebrate the work that we all do.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers are paired with the department chair within their subject area. If at all possible, we also try to pair the new teacher with an experienced teacher within the same subject and grade level. This enables collaboration and common planning to assist the new teacher. All teachers are also assigned to an administrator who works with the new teachers to ensure success.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

King Middle School follows the Florida State mandated Florida standards and follows Manatee County's maps for implementation. This is true for all core and non-core classes.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Kind Middle School uses data to identify who are the bottom quartile students in reading and math for 6th, 7th, and 8th grade students. This data provides us insight to student needs for preferential seating, parent outreach and differentiation. Further support is giving to those students who are behind in reading and math by providing an additional 46 minutes in reading or math instruction.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 3,240

Teachers assist students needing academic support for 90 minutes per week in an after school format.

Strategy Rationale

This provides assistance for those students who need homework help or acceleration.

Strategy Purpose(s)

- Core Academic Instruction
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Number of students and minutes in tutoring will be collected.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

King Middle School provides incoming 6th graders with an open house which provides insight to their schedule and campus orientation. It also provides further information for academic programs and behavioral expectations.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

KMS also provides high school classes which assist students prepare for the next level academically. We also provide trips to AIM students to colleges to help anchor their dreams of going to college.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

During the 2017-2018 school year, KMS will be offering the following course work Microsoft Office certification through Business courses, Adobe photoshop through Foundations through AV and Print coursework and Solidwork certification through Introduction to Technology for the 2018-2019 school year.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Further implementation of our technology classes to help students become IC 3 and Photoshop certified will support academic growth for students in those classes.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Students who take KMS high school classes for credit will be more likely to take AP classes within their high school schedule. Additionally, students who are currently in remediation will be more apt to close the academic gap and be able to read at college level upon completion of the course.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Increase gains of Proficient Students.
- G2.** By May 2018, 70% of our 7th grade students will make a 3 or higher as indicated by the Civics EOC.
- G3.** By May 2018, 48% of our 8th grade students will make a 3 or higher as indicated by the NGSSS Science EOC.
- G4.** By May 2018, KMS will create a more respectful learning environment evidenced by a 30% reduction (331 to 225) of severe referrals for disrespect.
- G5.** By May 2018, 59% of our Bottom Quartile Math Students will make gains as indicated by the FSA Math.
- G6.** By May 2018, 45% of our Bottom Quartile RDG Students will make gains as indicated by the FSA ELA Reading.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase gains of Proficient Students. 1a

G092120

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	5.0

Targeted Barriers to Achieving the Goal 3

- Motivating the students

Resources Available to Help Reduce or Eliminate the Barriers 2

Plan to Monitor Progress Toward G1. 8

Quarterly grades and benchmarks

Person Responsible

Sue Kambrick

Schedule

Quarterly, from 8/10/2017 to 5/31/2018

Evidence of Completion

Pulling quarterly benchmark data and comparing student progress to school/district wide averages.

G2. By May 2018, 70% of our 7th grade students will make a 3 or higher as indicated by the Civics EOC.

1a

G088970

Targets Supported 1b

Indicator	Annual Target
Civics EOC Pass	70.0

Targeted Barriers to Achieving the Goal 3

- Students lack of vocabulary.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Quarterly Assessments
- Visual Vocabulary
- Offering before/after tutoring help
- Writing using Cause and Effect model
- Review sample EOC questions
- Grade level vocabulary support across subjects

Plan to Monitor Progress Toward G2. 8

A posted word wall and the weekly use by teachers of Civics for review.

Person Responsible

Michele Romeo

Schedule

Quarterly, from 9/4/2017 to 5/29/2018

Evidence of Completion

Data collected from domain 3 in teacher evaluation.

G3. By May 2018, 48% of our 8th grade students will make a 3 or higher as indicated by the NGSSS Science EOC. 1a

G088971

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	48.0

Targeted Barriers to Achieving the Goal 3

- Instructional alignment to standards.

Resources Available to Help Reduce or Eliminate the Barriers 2

- On Course lesson planning tools.
- Quarterly Assessments
- Sketch Noting
- Visual word walls
- Discussion techniques
- Project based learning
- GRIT Plan
- Brain pop

Plan to Monitor Progress Toward G3. 8

Science quarterly data and anecdotal notes from observations.

Person Responsible

Steven Zickafoose

Schedule

Weekly, from 8/14/2017 to 5/29/2018

Evidence of Completion

Science quarterly data and anecdotal notes from observations.

G4. By May 2018, KMS will create a more respectful learning environment evidenced by a 30% reduction (331 to 225) of severe referrals for disrespect. 1a

G088972

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	30.0

Targeted Barriers to Achieving the Goal 3

- Communication of clear procedures and follow through

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBIS team

Plan to Monitor Progress Toward G4. 8

Monthly meeting of PBIS Team to monitor

Person Responsible

Schedule

Monthly, from 9/5/2017 to 5/29/2018

Evidence of Completion

Monthly tracking of data

G5. By May 2018, 59% of our Bottom Quartile Math Students will make gains as indicated by the FSA Math. **1a**

G088973

Targets Supported **1b**

Indicator	Annual Target
Math Lowest 25% Gains	59.0

Targeted Barriers to Achieving the Goal **3**

- Teacher knowledge and support of remedial students

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Teacher Experience, math program
- Successmaker Math
- iReady Books for Math

Plan to Monitor Progress Toward G5. **8**

Bi-weekly meetings with SM teachers.

Person Responsible

Steven Zickafoose

Schedule

Biweekly, from 9/1/2017 to 5/29/2018

Evidence of Completion

SM progress data points will be collected and student needs analyzed.

G6. By May 2018, 45% of our Bottom Quartile RDG Students will make gains as indicated by the FSA ELA Reading. 1a

G088974

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge and support of remedial students

Resources Available to Help Reduce or Eliminate the Barriers 2

- Experienced teachers, remedial programs, district support
- Successmaker Reading
- iReady Reading Books

Plan to Monitor Progress Toward G6. 8

Bi-weekly meetings with SM teachers.

Person Responsible

Steven Zickafoose

Schedule

Biweekly, from 9/1/2017 to 5/29/2018

Evidence of Completion

SM progress data points will be collected

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G2. By May 2018, 70% of our 7th grade students will make a 3 or higher as indicated by the Civics EOC. **1**

 G088970

G2.B1 Students lack of vocabulary. **2**

 B236813

G2.B1.S2 Align Reading Remediation classes to preview texts, concepts, and vocabulary from sister core classes. Also included in this is quarterly writing. 7th Reading – Preview 7th grade Civics content

4

 S249509

Strategy Rationale

Repeated exposure to key concepts in two classes reinforces terms in reading context.

Action Step 1 **5**

Collaborate with cooperating teachers to ensure planning and alignment.

Person Responsible

Steven Zickafoose

Schedule

Every 2 Months, from 8/4/2017 to 6/1/2018

Evidence of Completion

Anecdotal data and walkthrough data from word walls.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Biweekly meetings debriefing the planning and tracking of data with Mrs. Cobb

Person Responsible

Steven Zickafoose

Schedule

On 6/1/2018

Evidence of Completion

Anecdotal data and walkthrough data from word walls.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

The tracking of data on a school-made chart will help guide the discussion

Person Responsible

Steven Zickafoose

Schedule

On 6/1/2018

Evidence of Completion

Anecdotal data and walk data


G3. By May 2018, 48% of our 8th grade students will make a 3 or higher as indicated by the NGSSS Science EOC. **1**

 G088971

G3.B1 Instructional alignment to standards. **2**

 B236815

G3.B1.S2 Align 8th Grade Reading Remediation classes to preview texts, concepts, and vocabulary from 8th Grade Science Class **4**

 S249511

Strategy Rationale

Double exposure to vocabulary and content will help student retention.

Action Step 1 **5**

Convene both 8th grade science teachers and reading remediation teachers to plan collaboratively.

Person Responsible

Steven Zickafoose

Schedule

On 6/1/2018

Evidence of Completion

Meeting notes

Plan to Monitor Fidelity of Implementation of G3.B1.S2 **6**

Bi-weekly meetings with reading remediation teachers to track data and ensure alignment.

Person Responsible

Schedule

On 8/10/2017

Evidence of Completion

Anecdotal notes and walk through data.

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Review quarterly assessment data for science with both groups of teachers.

Person Responsible

Schedule

On 6/1/2018

Evidence of Completion

Anecdotal notes and walk through data.

G4. By May 2018, KMS will create a more respectful learning environment evidenced by a 30% reduction (331 to 225) of severe referrals for disrespect. 1

G088972

G4.B1 Communication of clear procedures and follow through 2

B236817

G4.B1.S1 IMPLEMENT PBIS 2.0 • PBIS Kickoff Training to communicate expectations and procedures. • PBIS Team meet monthly to implement Renaissance Incentive Program. • Implement KMS's instructional focus • Quarterly Behavior Assemblies • Daily quotes from staff around school expectations

4

S249513

Strategy Rationale

Implementing a positive behavior system will help support most behavioral issues.

Action Step 1 5

PBIS Training to communicate expectations and procedures. This includes the reteaching of teachers and students to ensure the new expectations are understood and implemented.

Person Responsible

Steven Zickafoose

Schedule

On 8/9/2017

Evidence of Completion

Minutes from PD session

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Monthly meeting of PBIS Team to monitor

Person Responsible

Steven Zickafoose

Schedule

Monthly, from 9/1/2016 to 6/1/2018

Evidence of Completion

Monthly tracking of data

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Monthly meeting of PBIS Team to monitor

Person Responsible

Schedule

Monthly, from 9/5/2017 to 5/29/2018

Evidence of Completion

Monthly tracking of data

G5. By May 2018, 59% of our Bottom Quartile Math Students will make gains as indicated by the FSA Math.

1

G088973

G5.B1 Teacher knowledge and support of remedial students 2

B236818

G5.B1.S1 IMPLEMENT CROSS TEAM SUPPORT FOR BOTTOM QUARTILE MATH STUDENTS • Identify the bottom quartile students and communicate that by teacher / team to ensure proper use of resources and support. • Review class size and student data to determine if class is needed and reduce class size. • Focus button created (BQM) to communicate daily to staff. • Cross reference list to identify who are in both L25R & L25M. • Diagnose and monitor bottom quartile students math growth via Successmaker. • Data chats provided through Successmaker classes to provide specific feedback. • Align Successmaker Math classes to preview math concepts for the core class. 4

S249514

Strategy Rationale

Clearer communication and support of the most needy students will help them academically

Action Step 1 5

Identify the bottom quartile students and communicate that by teacher / team to ensure proper use of resources and support. Review class size and student data to determine if class is needed and reduce class size. Cross reference list to identify who are in both L25R & L25M.

Person Responsible

Steven Zickafoose

Schedule

On 5/29/2018

Evidence of Completion

List of students who were removed and 'double dipper' list.

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Bi-weekly data chats with SM teachers to monitor Adequate Progress and Gains within SM reports

Person Responsible

Steven Zickafoose

Schedule

Biweekly, from 9/5/2017 to 5/29/2018

Evidence of Completion

SM progress data points will be collected and student needs analyzed.

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Bi-weekly meetings with SM teachers.

Person Responsible

Steven Zickafoose

Schedule

Biweekly, from 9/5/2017 to 5/29/2018

Evidence of Completion

SM progress data points will be collected and student needs analyzed.

G6. By May 2018, 45% of our Bottom Quartile RDG Students will make gains as indicated by the FSA ELA Reading. 1

G088974

G6.B1 Teacher knowledge and support of remedial students 2

B236819

G6.B1.S1 IMPLEMENT CROSS TEAM SUPPORT FOR BOTTOM QUARTILE READING STUDENTS • Identify the bottom quartile students and communicate that by teacher / team to ensure proper use of resources and support. • Review class size and student data to determine if class is needed and reduce class size. • Focus button created (BQR) to communicate daily to staff. • Cross reference list to identify who are in both L25R & L25M. • Diagnose and monitor bottom quartile students reading growth via Successmaker and ORF Quarterly. • Data chats provided through Successmaker classes to provide specific feedback. • Review SM class environments (physical/procedures) to ensure maximize •Align reading classes to core ELA (6th), Civics (7th), Science (8th) 4

S249515

Strategy Rationale

Students must be able to read at grade level.

Action Step 1 5

ID students in the bottom quartile for reading and math and who is on both lists.

Person Responsible

Steven Zickafoose

Schedule

On 9/5/2017

Evidence of Completion

Data pulled through Focus using 2014 data.

Action Step 2 5

Review class size and student data to determine if class is needed and reduce class size.

Person Responsible

Steven Zickafoose

Schedule

On 9/5/2017

Evidence of Completion

List of students whose schedules were changed.

Action Step 3 5

Diagnose and monitor bottom quartile students reading growth via Successmaker and ORF Quarterly.

Person Responsible

Steven Zickafoose

Schedule

Quarterly, from 9/5/2017 to 9/5/2017

Evidence of Completion

Updated data wall in office

Action Step 4 5

Focus button created (BQR) to communicate daily to staff.

Person Responsible

Steven Zickafoose

Schedule

On 10/23/2017

Evidence of Completion

Button activated in Focus

Plan to Monitor Fidelity of Implementation of G6.B1.S1 6

Bi-weekly data chats with SM teachers to monitor Adequate Progress and Gains within SM reports

Person Responsible

Steven Zickafoose

Schedule

Biweekly, from 9/5/2017 to 5/29/2018

Evidence of Completion

Data collected will include adequate progress, gains, and grade level students.

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 7

Bi-weekly meetings with SM teachers.

Person Responsible

Steven Zickafoose

Schedule

Biweekly, from 9/5/2017 to 5/29/2018




Evidence of Completion

SM data points will be collected.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G4.B1.S1.A1 A325571	PBIS Training to communicate expectations and procedures. This includes the reteaching of teachers...	Zickafoose, Steven	8/9/2017	Minutes from PD session	8/9/2017 one-time
G3.B1.S2.MA1 M340337	Bi-weekly meetings with reading remediation teachers to track data and ensure alignment.		8/10/2017	Anecdotal notes and walk through data.	8/10/2017 one-time
G6.B1.S1.A2 A325574	Review class size and student data to determine if class is needed and reduce class size.	Zickafoose, Steven	9/5/2017	List of students whose schedules were changed.	9/5/2017 one-time
G6.B1.S1.A1 A325573	ID students in the bottom quartile for reading and math and who is on both lists.	Zickafoose, Steven	9/5/2017	Data pulled through Focus using 2014 data.	9/5/2017 one-time
G6.B1.S1.A3 A325575	Diagnose and monitor bottom quartile students reading growth via Successmaker and ORF Quarterly.	Zickafoose, Steven	9/5/2017	Updated data wall in office	9/5/2017 quarterly
G6.B1.S1.A4 A325576	Focus button created (BQR) to communicate daily to staff.	Zickafoose, Steven	10/23/2017	Button activated in Focus	10/23/2017 one-time
G5.B1.S1.MA1 M340344	Bi-weekly meetings with SM teachers.	Zickafoose, Steven	9/5/2017	SM progress data points will be collected and student needs analyzed.	5/29/2018 biweekly
G6.MA1 M340349	Bi-weekly meetings with SM teachers.	Zickafoose, Steven	9/1/2017	SM progress data points will be collected	5/29/2018 biweekly
G4.B1.S1.MA1 M340341	Monthly meeting of PBIS Team to monitor		9/5/2017	Monthly tracking of data	5/29/2018 monthly
G5.B1.S1.MA1 M340345	Bi-weekly data chats with SM teachers to monitor Adequate Progress and Gains within SM reports	Zickafoose, Steven	9/5/2017	SM progress data points will be collected and student needs analyzed.	5/29/2018 biweekly
G5.B1.S1.A1 A325572	Identify the bottom quartile students and communicate that by teacher / team to ensure proper use...	Zickafoose, Steven	9/5/2017	List of students who were removed and 'double dipper' list.	5/29/2018 one-time
G5.MA1 M340346	Bi-weekly meetings with SM teachers.	Zickafoose, Steven	9/1/2017	SM progress data points will be collected and student needs analyzed.	5/29/2018 biweekly
G6.B1.S1.MA1 M340348	Bi-weekly data chats with SM teachers to monitor Adequate Progress and Gains within SM reports	Zickafoose, Steven	9/5/2017	Data collected will include adequate progress, gains, and grade level students.	5/29/2018 biweekly
G4.MA1 M340343	Monthly meeting of PBIS Team to monitor		9/5/2017	Monthly tracking of data	5/29/2018 monthly
G3.MA1 M340340	Science quarterly data and anecdotal notes from observations.	Zickafoose, Steven	8/14/2017	Science quarterly data and anecdotal notes from observations.	5/29/2018 weekly
G2.MA1 M340333	A posted word wall and the weekly use by teachers of Civics for review.	Romeo, Michele	9/4/2017	Data collected from domain 3 in teacher evaluation.	5/29/2018 quarterly
G6.B1.S1.MA1 M340347	Bi-weekly meetings with SM teachers.	Zickafoose, Steven	9/5/2017	SM data points will be collected.	5/29/2018 biweekly
G2.B1.S2.MA1 M340331	The tracking of data on a school-made chart will help guide the discussion	Zickafoose, Steven	8/10/2017	Anecdotal data and walk data	6/1/2018 one-time
G2.B1.S2.MA1 M340332	Biweekly meetings debriefing the planning and tracking of data with Mrs. Cobb	Zickafoose, Steven	8/10/2017	Anecdotal data and walkthrough data from word walls.	6/1/2018 one-time
G2.B1.S2.A1 A325567	Collaborate with cooperating teachers to ensure planning and alignment.	Zickafoose, Steven	8/4/2017	Anecdotal data and walkthrough data from word walls.	6/1/2018 every-2-months

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S2.MA1  M340336	Review quarterly assessment data for science with both groups of teachers.		8/10/2017	Anecdotal notes and walk through data.	6/1/2018 one-time
G4.B1.S1.MA1  M340342	Monthly meeting of PBIS Team to monitor	Zickafoose, Steven	9/1/2016	Monthly tracking of data	6/1/2018 monthly
G3.B1.S2.A1  A325569	Convene both 8th grade science teachers and reading remediation teachers to plan collaboratively.	Zickafoose, Steven	8/10/2017	Meeting notes	6/1/2018 one-time

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G4. By May 2018, KMS will create a more respectful learning environment evidenced by a 30% reduction (331 to 225) of severe referrals for disrespect.

G4.B1 Communication of clear procedures and follow through

G4.B1.S1 IMPLEMENT PBIS 2.0 • PBIS Kickoff Training to communicate expectations and procedures.
• PBIS Team meet monthly to implement Renaissance Incentive Program. • Implement KMS's instructional focus • Quarterly Behavior Assemblies • Daily quotes from staff around school expectations

PD Opportunity 1

PBIS Training to communicate expectations and procedures. This includes the reteaching of teachers and students to ensure the new expectations are understood and implemented.

Facilitator

Zickafoose, PBIS Team

Participants

Staff

Schedule

On 8/9/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G2.B1.S2.A1	Collaborate with cooperating teachers to ensure planning and alignment.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	700-Other Expenses	0611 - Martha B. King Middle School	School Improvement Funds		\$2,000.00
			<i>Notes: OnCourse used for Lesson plans for teachers.</i>			
2	G3.B1.S2.A1	Convene both 8th grade science teachers and reading remediation teachers to plan collaboratively.				\$0.00
3	G4.B1.S1.A1	PBIS Training to communicate expectations and procedures. This includes the reteaching of teachers and students to ensure the new expectations are understood and implemented.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	700-Other Expenses	0611 - Martha B. King Middle School	School Improvement Funds	100.0	\$4,000.00
			<i>Notes: Agendas to support PBIS and newsletters to support communication to home.</i>			
4	G5.B1.S1.A1	Identify the bottom quartile students and communicate that by teacher / team to ensure proper use of resources and support. Review class size and student data to determine if class is needed and reduce class size. Cross reference list to identify who are in both L25R & L25M.				\$0.00
5	G6.B1.S1.A1	ID students in the bottom quartile for reading and math and who is on both lists.				\$0.00
6	G6.B1.S1.A2	Review class size and student data to determine if class is needed and reduce class size.				\$0.00
7	G6.B1.S1.A3	Diagnose and monitor bottom quartile students reading growth via Successmaker and ORF Quarterly.				\$0.00
8	G6.B1.S1.A4	Focus button created (BQR) to communicate daily to staff.				\$0.00
					Total:	\$6,000.00