

**FLORIDA DEPARTMENT OF EDUCATION
&
THE MANATEE COUNTY SCHOOL DISTRICT**



**School Improvement Plan (SIP)
Form SIP-1
Non-Title I Middle Schools**



2012-2013 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: King Middle	District Name: Manatee
Principal: Robin Hardy	Superintendent: Dr. David Gayler (interim)
SAC Chair: Tim Kolby	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\)/Statewide Assessment Trend Data](#)

[High School Feedback Report](#)

[K-12 Comprehensive Research Based Reading Plan](#)

Additional Requirements

Multi-Tiered System of Supports (MTSS) /Response to Instruction/Intervention (RtI)

School-Based MTSS/RtI Team
Identify the school-based MTSS Leadership Team. Robin Hardy-Principal, Yvette Benton- Assistant Principal, Brad Scarbrough-Assistant Principal, Karyn Baker-Guidance Counselor, Emily Buskirk-Data Coach/Reading Dept. Chair, Rob Powers-Language Arts Dept. Chair, Linda Sperduto-Math Dept. Chair, Dawn Giddens-PST/ESE Chair, Carol Bell-Science Dept. Chair, Tara Takacs-Soc. Studies Dept. Chair, Annette Marinez-Discipline Secretary, Denise Cobb-Attendance Secretary
Describe how the school-based MTSS Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate MTSS efforts? The RtI Team is in its fourth year at King Middle. Our meetings focus on developing and maintaining a plan to academically problem solving and bring out the best in our students and faculty. The team meets weekly to problem solve the progress of struggling students and make recommendations on interventions to assist these students. The team meets with teachers and department leaders to develop and implement these interventions. Finally, the team meets with parents to report on student progress

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Describe the role of the school-based MTSS Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP? The Leadership team divides the writing of the SIP plan by department. Each person has a designated portion of the plan based on their department or job responsibilities. After collaboration with Teachers and evaluating the data, each department writes one or two goals for the school to pursue. The RtI process, data available and early warning signs are used to help determine areas of need for the school. The RtI team will use data from the FCAT results (gap analysis), benchmark tests, FAIR tests, progress monitoring, and teacher observations to identify students who are not progressing against state standards. Utilizing this data the team will target those students who need more intensive instruction and/or intervention to increase their learning. FOCUS and Quick Query will be the programs used to help track and document student grades and test scores.
MTSS Implementation
Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior. The RtI team uses data from FCAT Results (Gap Analysis), FAIR Testing, progress monitoring, and teacher observation to identify students who are not making progress towards state standards. The team uses this data to target those students who need intensive instruction and/or interventions in the academic setting to increase learning. This process helps to identify, through gap analysis, the lowest 20% of the student population. Establishing this data assists in the development and implementation of the objectives in the SIP to assist our student population's success rate.
Describe the plan to train staff on MTSS. Staff was trained during pre-school days on the early warning signs. They will additionally be trained during the 1 st semester on how to document interventions and how to use the behavior tools website for intervention suggestions.
Describe plan to support MTSS. Remediation funds and continued Teacher training will be utilized to support our MTSS goals and strategies.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team
Identify the school-based Literacy Leadership Team (LLT). Robin Hardy-Principal, Robert Powers-LA Dept Chair, Ann Bemis, LA Teachers, Pat Kantor-Media Specialist
Describe how the school-based LLT functions (e.g., meeting processes and roles/functions). The LLT met before school began to set the Literacy goals for the school year. The group continues to meet approximately once a month to review data, prepare trainings for Teachers
What will be the major initiatives of the LLT this year? Text complexity

Lesson Study

Lesson Study
Identify the Lesson Study Plan for your school

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Describe how the Lesson Study Plan will be implemented
What will be the major initiatives of the Lesson Study Plan this year?

PART II: EXPECTED IMPROVEMENTS

Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Last year, 64% of students scored sufficiently on FCAT writing to be classified as “meeting high standards.” This is a decline and an area in need of improvement. We will increase the writing percentage by 5% (759).	The new focus on spelling, grammar, and mechanics. Teachers will need to adjust their approach	Develop a school wide writing plan encouraging writing across departments with basic grammar expectations. Enhance direct instruction in grammar, etc. in the Language Arts Department	Language arts department chair, principal, language arts teachers	Formatively, monitor students’ progress across district practice writing assessments. Summatively, compare 2012 and 2013 FCAT writing data	District writes practice assessments, FCAT writing assessment

**Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

We will seek to improve the percent of students deemed “Meeting High Standards in Writing,” as assessed by FCAT writing, from 64% to above 70% (For approximately 1,100 students, that equates to at least 771 students). To achieve this goal we will need a school-wide standard for writing and a focus on grammar, usage, mechanics, and spelling in the language arts department. We will achieve this by developing a set of writing standards to be posted and used in every classroom, which will also foster increased writing practice school-wide. The language arts department will implement direct writing instruction to target areas of need.

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Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Goal #1: 52% of students met high standards for the 2011-2012 school year on the reading portion of FCAT 2.0 and we aim to increase by 5%.</p> <p>Goal #2: With the addition of an updated AR (Accelerated Reader) program being implemented within the reading department, there will be an increased number of teachers utilizing the program and a large number of students reading and successfully comprehending the text</p>	<p>Goal #1: There was an increase in previously proficient students that have fallen to below grade level on the reading portion of the FCAT 2.0. One of the factors includes higher cut scores for testing.</p> <p>Goal #2: Lack of interest and motivation from students and limitations from older AR version</p>	<p>Goal #1: Implementation of a school reading coach who will narrow in on the previously proficient students, have regular data chats that follow the PMRN testing windows, and increase awareness of reading and writing basics within the content classes</p> <p>Goal #2: The purchase of the newer Accelerated Reader will provide an abundance of options for books and will encourage an increase in circulation. All reading teachers will emphasize the value of this program and incorporate it into quarterly grades as well as utilize a motivational reward system within the classroom.</p>	<p>Reading Teachers (Mary Cropsey, Ellen Binder, Heidi TerMeer, Vicki Cunningham, Nancy Pinder, Nancy Sena, Lori Hubbard, & Marjorie O'Neill)</p> <p>Reading/Data Coach, Emily Buskirk</p>	<p>Goal #1: PMRN FAIR Testing</p> <p>Data chats with students that have not met high standards</p> <p>Goal #2: Documentation of professional development hours on updated Accelerated Reader program; documentation of consistent classroom use of program</p>	<p>Goal #1: 2013 FCAT 2.0</p> <p>Goal #2: Documentation of professional development hours on updated Accelerated Reader program; documentation of classroom use with a majority of the reading department regularly implementing the program; an average score on comprehension quizzes will be gathered with AR data reports</p>

* Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).

Goal #1: The goal for the 2012-13 school year is to see a 5% increase, which will raise our students meeting high standards on the FCAT 2.0 in reading to 57%.

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Goal #2: The addition of the updated Accelerated Reader program will encourage reading and help to increase comprehension skills within the intensive reading courses

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Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
10% (110) of students will increase their achievement levels to high standards on the Science FCAT.	Low levels of reading	Increase vocabulary by breaking down the words into prefixes suffixes and roots.	All science teachers	Compare the New FCAT result from this year with the FCAT from 2011-12	FCAT Science

** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

10% of Students will increase their performance level from 5th grade science to 8th grade science.

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Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
10% of students will increase their reading level from 2011 to 2012 grade.	Many different feeder school and students with varying	Read in g the science class articles that have high text	All science teachers	Compare reading levels on the FCAT from 2011-2012.	FAIR testing

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	abilities	complexity.			

** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

To increase by 10% students reading levels from 2011-2012 by reading complex text in the science classrooms.

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Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
<p>Goal #1 Increase the number students meeting high standards in math from 55% to 60%</p> <p>Goal #2 Increase the number of students making gains from 71% to 75%</p>	<p>Goal 1 1) New students coming to King in 6th grade are not always on target 2) Students don't have homework support at home</p> <p>Goal 2 1) Limited background knowledge from previous year 2) Lack of student motivation.</p>	<p>Goal 1 1) Offer before school help with math teacher to re-enforce concepts from homework 2) Offer after school tutoring for free to all students on Mondays through FCAT time 3) Offer intensive math classes to remediation level 1 students</p> <p>Goal 2 1) Formative assessments in class to re-emphasize topics 2) Integration of common core strategies to emphasize precision 3) Teachers collaborate on strategies for low-performing students 4) Focus on problem-solving strategies</p>	<p>Goal 1 -Math Department teachers -guidance counselors -AP's</p> <p>Goal 2 -math teachers -intensive math teachers -learning strategy teachers</p>	<p>Goal 1 -monitoring of quarter grades</p> <p>Goal 2 -identify students not making gains through Quick Query -monitor grades on Manatee County Benchmark Assessment Test -test scores in class -monitor scores through FOCUS</p>	<p>Goal 1 Report cards and progress reports</p> <p>Goal 2 -report card grades and progress reports</p>

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** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Goals (Subject)	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement.	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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Algebra End-of-Course (EOC) Goals

* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Algebra EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
In the 2011-12 school year, King had 100% of the students enrolled in Algebra pass the EOC. This year our goal is to maintain that percentage. 100% (94) students will pass the Algebra EOC	With the addition of the AVID program, several students in the Algebra class may not have otherwise been recommended for the course.	To work with the AVID teacher and tutors to assist with any math skill deficits. Offer Teacher led morning and after school math help sessions.	Lynn Hines Algebra Teacher Steve Sperduto- Math afterschool tutor	Classroom assessments, benchmark assessments and district semester exam.	EOC test results in May.

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** Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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Geometry End-of-Course Goals

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Geometry EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to “Guiding Questions”, identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
N/A					

** Explain your school’s goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

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Civics End-of-Course (EOC) Goals – Middle and High School (if administered)

** When using percentages, include the number of students the percentage represents (e.g., 70% (35)).*

Civics EOC Goals	Problem-Solving Process to Increase Student Achievement				
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
End of Course Exam – 65% (196) of 7 th Grade Civics students pass exam (if chosen for field test)	Student reading levels, and first time for exam	Teacher prepared lessons, aligned to state benchmarks for Civics	7 th Grade Social Studies Teachers	Evaluation of results from 7 th Grade Civics EOC scores	7 th Grade Civics EOC, and teacher assessments

** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

The school goal of 65% pass percentage to be achieved by teacher led instruction aligned to state benchmarks and objectives

History End-of-Course (EOC) Goals – Middle and High School (if administered)

*When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

U.S. History EOC Goals	Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
At this time, KMS does not administer the U.S. History EOC.					

** Explain your school's goal, what you will need to achieve this goal and how you will achieve your goal. Include goals for the Florida Alternate Assessment (FAA) and Comprehensive English Learning Assessment (CELLA).*

Professional Development at Your School

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

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Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

Please choose the school’s DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select “checked” under “Default Value” header; 3. Select “OK”, this will place an “x” in the box.)

School Differentiated Accountability Status		
<input type="checkbox"/> Priority	<input type="checkbox"/> Focus	<input type="checkbox"/> Prevent

- Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the “Upload” page

School Advisory Council (SAC)

SAC Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. Please verify the statement above by selecting “Yes” or “No” below.

Yes No

If No, describe the measures being taken to comply with SAC requirements.
Parents are called and reminded each month of the SAC meetings using Connect Ed. Announcements are made at various on campus activities such as concerts. SAC meeting dates and times are displayed on the school marquee as well as noted in the School Parent newsletter and website.

Describe the activities of the SAC for the upcoming school year.
Department updates, SIP plan input and questions, assistance with various school activities, and suggestions for improvement of school grade.

Describe the projected use of SAC funds.	Amount