

# Kathleen Middle School



2014-15 School Improvement Plan

## Kathleen Middle School

3627 KATHLEEN PNES, Lakeland, FL 33810

<http://schools.polk-fl.net/kathleenmiddle>

### School Demographics

**School Type**

Middle

**Title I**

Yes

**Free/Reduced Price Lunch**

82%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

49%

### School Grades History

| Year  | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | D       | D       | D       | C       |

### School Board Approval

This plan is pending approval by the Polk 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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education'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 resources available to support the goals and barriers that could hinder achieving those goals (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 is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

| DA Category | Region            | RED                           |
|-------------|-------------------|-------------------------------|
| Focus       | 3                 | <a href="#">Ella Thompson</a> |
| Former F    | Turnaround Status |                               |
| No          |                   |                               |





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The mission of Kathleen Middle School, a community of diverse learners, is to ensure rigorous and relevant learning experiences that result in high achievement for our students.

##### **Provide the school's vision statement**

As Kathleen Middle School extends its mission into the 21st century, the use of research-based instructional strategies will prepare its students for high school and various types of post secondary education as well as for military and vocational and technical careers. With focus on the Florida Standards and Core Curriculum, mastery learning, the SCANS Competencies, interdisciplinary curriculum, and career information, Kathleen Middle School's students will be equipped to meet academic and personal challenges at all levels.

#### School Environment

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

Teachers will be trained on "True Colors" and will administer the assessment to their students on an early release day. Further training and follow-up will be done to allow teachers to continue building relationships with their students. Book Study-Ruby Payne teaching students from poverty, since over 80% of our students are from a poverty background. Teachers and students will be introduced to and participate in bucket filling.

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

- Policies and procedures are in place to create a safe and orderly environment as students arrive, during the school day and after school hours.
- Students are taught the policies and procedures
- Students participate in an anti-bullying curriculum
- A culture of community and positive reinforcement is being established with the use of "bucket fillers" and PBS
- Bucket fillers done with students

##### **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**

- The school has established clear behavior expectations and communicated them to the teachers, students and parents.
- Measures are taken to ensure minimal interruptions, for example only buzzing classrooms if it is essential, no overhead announcements during instruction, students are expected to remain in class unless there is an emergency.

##### **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**



Kathleen Middle School in partnership with the Girl Scouts provides the "Get Real" mentoring program for girls. Implementation of PBS  
 Implementation of intramural sports programs  
 Guidance counselors provide services as needed for students  
 School Psychologist Mark Neally address students of concern

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

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

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

*The number of students by grade level that exhibit each early warning indicator:*

| Indicator                       | Grade Level |    |    | Total |
|---------------------------------|-------------|----|----|-------|
|                                 | 6           | 7  | 8  |       |
| Attendance below 90 percent     | 39          | 71 | 89 | 199   |
| One or more suspensions         | 8           | 61 | 64 | 133   |
| Course failure in ELA or Math   | 0           | 0  | 0  |       |
| Level 1 on statewide assessment | 27          | 59 | 60 | 146   |

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

| Indicator                                  | Grade Level |    |    | Total |
|--|-------------|----|----|-------|
|  | 6           | 7  | 8  |       |
| Students exhibiting two or more indicators | 27          | 67 | 73 | 167   |

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

- Participation in the SPDG SIMS Grant which begins with training 6th grade teachers in academic interventions, and later will include more staff.
- Interventionist working with targeted students identified as a level 1 on the FCAT
- Students identified with the early warning indicators are offered Extended Learning Opportunities (all students are allowed to attend, but students in academic need are given priority and their parents are notified)
- Students are placed in intensive courses

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**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**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/192411>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

Faculty members have been reaching out to local business in the hopes of building partnerships. Donations made business partners are used in recognition of both student and teacher bucket filler/drop winners. Donations have been used in recognition of FCAT performance in the past. It is possible that we will use them for student achievement on the FSA.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership**

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

| Name              | Title               |
|-------------------|---------------------|
| Rosenau, Ginger   | Principal           |
| Corbett, Asonja   | Assistant Principal |
| Lewis, Nadia      | Assistant Principal |
| Brink, Erica      | Instructional Coach |
| Champion, Rebecca | Instructional Coach |

**Duties**

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

Administrators and Deans: Ginger Rosenau, Nadia Lewis, Asonja Corbett, Buffy Williams, Talley Miller - Provide a common vision for the use of data-based decision making and problem solving, ensure implementation of intervention support and documentation, and communicate with parents regarding academic or behavior plans and activities.

Program Facilitator: Kathy Logue – Facilitates Title I progress monitoring, documentation, and reports  
Reading Coach - Rebecca Champion - Participates in data analysis/interpretation and problem solving in the area of Literacy classes.

Math Coach-Erica Brink- Participates in data analysis/interpretation and problem solving in the area of Mathematics.

Guidance Counselors: Jessica Sierra, Holly Arnaud - Provide counseling and knowledge of student

records

ESE Facilitator: Robyn Ruthven - Participates in ESE data analysis and provides a liaison between ESE students, parents, and staff

School Psychologist: - Participates in data analysis/interpretation and problem solving

Teachers: (All) Participate in data analysis/interpretation and problem solving, write academic referrals, and parent notification

***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 Academic Leadership Team and SAC give input toward the development as well as changes to the SIP as it is a living document - constantly changing. The two teams will also be responsible for monitoring the implementation of the SIP as new data is collected. The Academic Leadership Team meets weekly on Tuesdays. The SAC meets at least 4 times per year.

Title I, Part A

Title I, Part A, funds school-wide services to Kathleen Middle School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. The program supports after-school and summer instructional programs, supplemental instructional materials, resources teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant

Migrant students enrolled at Kathleen Middle School will be assisted by the school and by the District Migrant Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned by the schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support for both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D

Title I, Part D, provides Transition Facilitators to assist students with transition of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.

Title II

Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Kathleen Middle School are used to purchase supplemental educational materials as needed.

Title III

Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless

The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program and carried out is cooperation with the Migrant Education Program (MEP) funded through Title I Part C.

Supplemental Academic Instruction (SAI)

NA

Violence Prevention Programs

Kathleen Middle School provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.

**Nutrition Programs**

This school is not a location for a summer feeding program in the community.

**Housing Programs**

Students with housing needs are referred to the Homeless Student Advocate.

**Head Start**

Head Start is not located on our campus.

**Adult Education**

Students are provided with information related to adult education options upon request.

**Career and Technical Education**

State funds provide a career exploration and education planning EPEP course in 7th grade social studies and in 8th grade through the guidance department

**School Advisory Council (SAC)**

**Membership**

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

| Name             | Stakeholder Group          |
|------------------|----------------------------|
| Ginger Rosenau   | Principal                  |
| Buffy Williams   | Education Support Employee |
| Talley Miller    | Education Support Employee |
| Rebecca Champion | Teacher                    |
| Erica Brink      | Teacher                    |
| Kathy Logue      | Teacher                    |
|                  | Student                    |
| Sherry Propst    | Parent                     |
| Jarvis Kendrick  | Business/Community         |
| Andrew Lewis     | Business/Community         |

**Duties**

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

*Evaluation of last year's school improvement plan*

Last year's school improvement plan was distributed to members to read prior to the meeting. During the SAC meeting members discussed the different sections, asked any questions and voted to approve the SIP.

*Development of this school improvement plan*

The duties of the Kathleen Middle School Advisory Council (SAC) shall include: assisting with the preparation and evaluation of the School Improvement Plan, assisting with the preparation of the annual budget, and plan for and approve the expenditures of the state awarded Lottery Funds

*Preparation of the school's annual budget and plan*

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

Agendas - \$2,058.00  
 My Access - \$8,030.00  
 Classroom Magazines/Notebooks/Postcards - \$1,456.88  
 Accelerated Reader - \$2,022.76

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

No

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

The SAC committee has lost all of its community/parent members. This year we are working to increase membership including a variety of parents, students, and business partners.

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

| Name              | Title               |
|-------------------|---------------------|
| Rosenau, Ginger   | Principal           |
| Champion, Rebecca | Instructional Coach |
| Logue, Kathy      | Other               |
| Lewis, Nadia      | Assistant Principal |
| Stimmerman, Anne  | Teacher, K-12       |

**Duties**

**Describe how the LLT promotes literacy within the school**

Reading and Writing in the Content Area has been emphasized including training for content area teachers on implementation of best practices. Highly effective learning strategies will be used to provide explicit reading and writing instruction in all subjects. We have purchased and are using research supported products to help reach every learner and challenge them.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Teachers are provided common planning time to encourage collaborative planning. Departments will participate in a structured PLCs monthly where goals will be determined by data, strategically addressed, and next steps agreed upon. PLCs will also provide a platform for team building activities. Training will be provided on best practices for peer planning.

Department Meetings

Language Arts- Will be held the last available Monday of every month in Sahay's room at 9:54 AM .

ELA Collaborative Planning times will be on Tuesdays:

Nesvacil/TBA (Rm 11, upstairs in the main building)

Giovanni/ Bryant (Rm 58, 7th grade building)

Sahay/ Roberts (Rm 41, 6th grade building) Friday

Reading- Will be held the last available Monday of every month in Billup's room at 10:43 AM.

Reading Collaborative Planning times will be on Tuesdays:

Billups/Mathis (upstairs in old title one room)

Evans/Kjeergard (Kjeergard's room)

Reading Collaborative Planning times on Thursdays:

TBA/Revolinski (upstairs in old title one room)

Science- Will be held the first available Tuesday of every month in Mr. Faughn's room at 12:47 PM.

Science Collaborative Planning times:

6th Grade 12:47 - 1:32 Thursday in Farqu's room

7th Grade 12:47 - 1:32 Thursday in Ehrendt's room

8th Grade 12:47 - 1:32 Thursday in Faughn's room

Math- Will be held the last available Tuesday of every month in the activity room at 8:20 AM.

Math Collaborative Planning times:

6th Grade 12:00-12:40 Monday in Leavens

8th Grade 12:00 – 12:40 Tuesday in Ambrose

7th Grade 12:00 – 12:40 Thursday in Martinez

Electives- The first available Monday of every month in the activity room at 8:20 AM.

Social Studies- Will be held the last available Thursday of every month in Stemmerman's room at 1:36 PM.

Collaborative Planning times on Fridays:

6th period at 1:36 – 2:21

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

1. New teachers meet monthly with the Principal, and Learning Communities
2. Partnering new teachers with mentor teachers
3. Teachers are offered professional development opportunities with follow-up support based upon their needs.
4. Teachers are given support throughout the year from the instructional coaches as needed

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

1. New teachers meet monthly with the Principal, and Learning Communities
2. Partnering new teachers with mentor teachers. Mentors are determined based on content area and teacher performance, as well as compatibility.
3. Teachers participated in a new teacher orientation.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

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

Teachers are using the curriculum and materials provided by the District which have been aligned to the Florida Standards. Teachers have also been given training on how to unpack the standards and ensure that their lessons are aligned with the rigor set forth in the standards.

#### **Instructional Strategies**

***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***



-Initially data is used to determine placement in classes. FCAT 2.0 and FAIR data was used to determine if a student was placed in Intensive, Regular or Advanced reading classes. The curriculum and instruction in those classes is geared to meet the specific needs of the learners. FCAT 2.0 was used to determine the placement of students into the correct math course. Students in intensive math are given extra time and intensive supplemental materials. Students in advanced math receive enrichment curriculum.

Progress monitoring data as well as formative and summative data is used to determine student performance and guide teachers with their instructional decisions.

***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:** 2,160

After school Extended Learning will be provided with acceleration, remediation, and enrichment activities.

***Strategy Rationale***

If students are identified as struggling academically they need extra support from teachers to help them be more successful.

***Strategy Purpose(s)***

- Core Academic Instruction

***Person(s) responsible for monitoring implementation of the strategy***

Lewis, Nadia, [nadia.lewis@polk-fl.net](mailto:nadia.lewis@polk-fl.net)

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

Student names and data will be collected and compared to FAIR, FSA and District provided progress monitoring data.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

-Incoming students

-The Middle School Guidance Counselors go to the elementary schools to meet with the 5th graders and help them with schedules and questions regarding transition to middle school

- Students and parents are offered a weekend "Meet and Greet" with a campus tour. They are invited to meet the administration, get school information and take a tour. In past years we have served a light meal following this event.

-Outgoing students

-The High School Guidance Counselors come to the middle school to meet with the 8th graders. They help them with schedules and answer questions regarding transition to the high school.

**College and Career Readiness**

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

KMS promotes academic and career planning through the guidance department. Significant times throughout the school year students are provided with the opportunity to meet and discuss academic courses that have meaningful correlation with career interests.

Through the Social Studies 8th grade course, students are provided career planning lessons facilitated by the Guidance counselors.

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

The implementation of the STEAM Academy in grades 6 and 7 to help students see relevance between their academics and future decisions.

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

N/A

**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**

N/A



## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** All stakeholders increase collaboration to build interpersonal relationships and consistently engage students in quality standards based instruction to improve student achievement.

## Strategic Goals Detail

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

**G1.** All stakeholders increase collaboration to build interpersonal relationships and consistently engage students in quality standards based instruction to improve student achievement. 1a

G057884

**Targets Supported** 1b

| Indicator  | Annual Target |
|--|---------------|
| AMO Reading - All Students                                     | 62.0          |
| AMO Math - All Students  | 58.0          |
| FCAT 2.0 Science Proficiency                                   | 38.0          |
| Middle School Participation in EOC and Industry Certifications | 56.0          |
| Attendance rate  | 90.0          |
| Discipline incidents   | 62.0          |
| Teacher attendance rate  | 95.0          |

**Resources Available to Support the Goal** 2

- District Coaches
- School based Coaches
- Florida Standards Assessment website (FSAssessments.org)

**Targeted Barriers to Achieving the Goal** 3

- The culture within the school reflects that relationships have broken down and people have become disconnected.
- Teachers lack of strategies to deliver engaging standards based instruction.
- New teachers feel overwhelmed and ill-informed about expectations and curriculum.

**Plan to Monitor Progress Toward G1.** 8

Discipline data, Attendance Data, Climate Survey Results, Student Achievement, Teacher Evaluations

**Person Responsible**

Ginger Rosenau

**Schedule**

Quarterly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

The evidence will be discipline data, teacher and student attendance data, climate survey results, teacher evaluation results and student achievement

## 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


**G1.** All stakeholders increase collaboration to build interpersonal relationships and consistently engage students in quality standards based instruction to improve student achievement. **1**

 G057884

**G1.B1** The culture within the school reflects that relationships have broken down and people have become disconnected. **2**

 B146548

**G1.B1.S1** All stakeholders will participate in community building. **4**

 S158795

### Strategy Rationale

By building relationships people can see colleagues as equal stakeholders and valuable members of the team.

### Action Step 1 **5**

Plan relationship building events such as "Bucket Fillers", teacher of the month, teacher attendance recognition, as well as community building during PLCs, PDs and faculty meetings.

### Person Responsible

Nadia Lewis

### Schedule

Monthly, from 8/11/2014 to 6/5/2015

### Evidence of Completion

Calendar reflecting the Teacher of the Month for each month, reports of teacher attendance, and agendas from PLCs or PDs that reflect community building activities.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Teacher sign-in sheets and agendas for PDs, PLCs and faculty meetings will document participation in community building.

**Person Responsible**

Kathy Logue

**Schedule**

Monthly, from 8/11/2014 to 5/29/2015

***Evidence of Completion***

Agenda and sign in sheet from the meeting.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

There will be a teacher "climate" survey done at the middle and end of the year to determine if teachers feel the school has become more cohesive.

**Person Responsible**

Asonja Corbett

**Schedule**

Semiannually, from 9/2/2014 to 5/29/2015

***Evidence of Completion***

Survey results

**G1.B1.S2 Improve communication between leadership and teachers** 4

S158796

**Strategy Rationale**

by improving communication we hope that teachers will be better informed and more able to focus on their craft.

**Action Step 1** 5

The Leadership Team will provide a newsletter to keep all stakeholders up to date on important information, this newsletter will also recognize effective teaching practices witnessed, teacher birthdays, teacher attendance rates, and teacher of the month recipient.

**Person Responsible**

Ginger Rosenau

**Schedule**

Monthly, from 9/2/2014 to 5/29/2015

**Evidence of Completion**

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** 6

A monthly newsletter will be provided in both e-mail and paper form for all stakeholders.

**Person Responsible**

Ginger Rosenau

**Schedule**

Monthly, from 8/11/2014 to 5/29/2015

**Evidence of Completion**

A copy of the newsletter will be archived to reflect fidelity.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

Stakeholders will participate in a survey to gauge the effectiveness of communication

**Person Responsible**

Asonja Corbett


**Schedule**

On 5/29/2015

**Evidence of Completion**

Stakeholders will participate in a survey where they can rate the effectiveness of communication at the school. Survey will be given middle and end of year.

**G1.B1.S3** Teachers will work to build relationships with their students. 4

 S158797

**Strategy Rationale**

Research has proven that students are more motivated to work when they feel emotionally and physically safe.

**Action Step 1** 5

Teachers will be provided training on community building activities.

**Person Responsible**

Rebecca Champion

**Schedule**

Monthly, from 8/11/2014 to 5/29/2015

**Evidence of Completion**

The leadership team will be looking for evidence of community building activities occurring regularly in classrooms. This information will be recorded.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3 6**

Administrative team will complete an observation in each class showing evidence of community building.

**Person Responsible**

Rebecca Champion

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

***Evidence of Completion***

If community building is being done properly it should be reflected in the discipline data, as well as the classroom environment section of the Journey Observation.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7**

Administrative team will monitor classroom learning environment, EPC 3a an environment of respect and rapport, 3c managing classroom procedures, and 3d managing student behavior.

**Person Responsible**

Ginger Rosenau


**Schedule**

On 5/29/2015


***Evidence of Completion***

Observations in Journeys, non-evaluative observations, discipline data

**G1.B2** Teachers lack of strategies to deliver engaging standards based instruction. 2

 B146549

**G1.B2.S1** To plan and deliver standards based instruction in the classroom, the administration/coaching staff will monitor and facilitate collaborative planning focused on standards based instruction. 4

 S158798

**Strategy Rationale**

coaching is a research based practice shown to improve teacher and student performance

**Action Step 1** 5

Develop a lesson plan template with a focus on standards and instructional expectations.

**Person Responsible**

Ginger Rosenau

**Schedule**

On 1/5/2015

**Evidence of Completion**

Weekly lesson plan template

**Action Step 2** 5

Teachers will deliver standards based lessons. Administrators will complete classroom observations to monitor progress of standards based instruction and provide feedback. .

**Person Responsible**

Ginger Rosenau

**Schedule**

Weekly, from 11/10/2014 to 5/29/2015

**Evidence of Completion**

Classroom observations



### Action Step 3 5

Identify teachers to participate in coaching cycle. Create the coaching cycle plan by identifying and implementing instructional practices most likely to produce the desired outcome of standards based lessons. Review how the lessons went and how effective they were.

#### **Person Responsible**

Nadia Lewis

#### **Schedule**

Weekly, from 11/17/2014 to 5/29/2015

#### ***Evidence of Completion***

Completed coaching cycle forms with data to reflect the effectiveness of the lesson.

### Action Step 4 5

Develop standard unpacking tool to be used for common planning and classroom instruction.

#### **Person Responsible**

Ginger Rosenau

#### **Schedule**

On 11/3/2014

#### ***Evidence of Completion***

The teachers will have an unpacking template available for them to use during common planning and for classroom instruction.

### Action Step 5 5

Develop a common planning agenda to use throughout the work week.

#### **Person Responsible**

Nadia Lewis

#### **Schedule**

On 12/1/2014

#### ***Evidence of Completion***

The teachers will have access to the common planning agenda and use it daily to aid in the completion of their standards based lessons.

**Action Step 6** 5

Model the use of the common planning agenda and expectations for common planning.

**Person Responsible**

Nadia Lewis

**Schedule**

Weekly, from 12/2/2014 to 2/26/2015

**Evidence of Completion**

Weekly sign in sheets and completed common planning agendas will be kept in the APC's data folder and common planning tasks/action steps will be emailed to the teachers on Tuesday and Thursday.

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

A coaching cycle form will be completed with the participants

**Person Responsible**

Nadia Lewis

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

A completed coaching cycle form with student data

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

If effective standards based learning is taking place then the students achievement levels will increase.

**Person Responsible**

Nadia Lewis


**Schedule**

Quarterly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Higher scores on progress monitoring

**G1.B2.S2** School-based and district level curriculum specialists will provide professional development opportunities for teachers to gain more skills and strategies for effective instruction. 4

 S158799

### Strategy Rationale

Teachers need strategies to effectively deliver instruction.

### Action Step 1 5

District curriculum specialists will establish dates and times when they can observe, coach, and provide professional development to meet the specific needs of our teachers.

#### Person Responsible

Nadia Lewis

#### Schedule

Biweekly, from 8/18/2014 to 5/29/2015

#### Evidence of Completion

A calendar of events will be created

### Action Step 2 5

Administration will attend Dana Center training and then deliver the training to the teachers.

#### Person Responsible

Ginger Rosenau

#### Schedule

On 10/20/2014

#### Evidence of Completion

The sign in sheet from standards based training

**Action Step 3** 5

Monthly trainings on best practices.

**Person Responsible**

Ginger Rosenau

**Schedule**

Monthly, from 1/28/2015 to 5/20/2015

**Evidence of Completion**

Sign in sheets from monthly professional developments

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** 6

Focused observations-administration will look for evidence of appropriate teacher implementation of the strategies provided during professional development.

**Person Responsible**

Nadia Lewis

**Schedule**

Monthly, from 8/18/2014 to 5/29/2015

**Evidence of Completion**

Input of observation in Journey and lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** 7

Data from progress monitoring will show student gains if the standards based instruction is implemented effectively.

**Person Responsible**

Nadia Lewis


**Schedule**

Quarterly, from 8/18/2014 to 5/29/2015


**Evidence of Completion**

Data from Discovery, Focus, FAIR, My Access, and mini assessments

**G1.B3** New teachers feel overwhelmed and ill-informed about expectations and curriculum. 2

 B146550

**G1.B3.S1** Develop a system to support and retain new teachers. 4

 S158800

### Strategy Rationale

By having an experienced teacher familiar with the curriculum both mentor and plan with news teachers they should feel more informed and able to teacher with appropriate rigor.

### Action Step 1 5

Assign new teachers a mentor and establish a collaborative planning time.

#### Person Responsible

Nadia Lewis

#### Schedule

Weekly, from 8/18/2014 to 5/29/2015

#### Evidence of Completion

Collaborative planning sessions are facilitated or observed by a member of the academic leadership team. The mentor and novice teacher will keep a log on their planning sessions.

### Action Step 2 5

Mentor will facilitate monthly meetings with peer teachers.

#### Person Responsible

Erica Brink

#### Schedule

Monthly, from 10/1/2014 to 6/5/2015

#### Evidence of Completion

Mentor teacher will log monthly meetings.

**Plan to Monitor Fidelity of Implementation of G1.B3.S1 6**

Mentor and novice teacher will need to maintain their log in their Data Notebook for review upon request.

**Person Responsible**

Nadia Lewis

**Schedule**

On 6/5/2015

**Evidence of Completion**

The mentor/novice meeting log will be maintained in the data notebook and turned in at the end of the year.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Exit interview

**Person Responsible**

Nadia Lewis

**Schedule**

On 6/5/2015

**Evidence of Completion**

As the teachers are submitting their log, they will be able to share if their experience with their mentor teacher aided them in their understanding of curriculum, standards, and implementation of policies and procedures at KMS.

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

| Source      | Task, Action Step or Monitoring Activity   | Who             | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date |
|-------------|--|-----------------|-------------------------------|--|--------------------|
| G1.B1.S1.A1 | Plan relationship building events such as "Bucket Fillers", teacher of the month, teacher attendance recognition, as well as community building during PLCs, PDs and faculty meetings.   | Lewis, Nadia    | 8/11/2014                     | Calendar reflecting the Teacher of the Month for each month, reports of teacher attendance, and agendas from PLCs or PDs that reflect community building activities. | 6/5/2015 monthly   |
| G1.B1.S2.A1 | The Leadership Team will provide a newsletter to keep all stakeholders up to date on important information, this newsletter will also recognize effective teaching practices witnessed, teacher birthdays, teacher attendance rates, and teacher of the month recipient. | Rosenau, Ginger | 9/2/2014                      |  | 5/29/2015 monthly  |

| Source       | Task, Action Step or Monitoring Activity   | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion   | Due Date/ End Date     |
|--------------|--|-------------------|-------------------------------|---|------------------------|
| G1.B1.S3.A1  | Teachers will be provided training on community building activities.   | Champion, Rebecca | 8/11/2014                     | The leadership team will be looking for evidence of community building activities occurring regularly in classrooms. This information will be recorded.   | 5/29/2015 monthly      |
| G1.B2.S1.A1  | Develop a lesson plan template with a focus on standards and instructional expectations.   | Rosenau, Ginger   | 12/8/2014                     | Weekly lesson plan template   | 1/5/2015 one-time      |
| G1.B2.S2.A1  | District curriculum specialists will establish dates and times when they can observe, coach, and provide professional development to meet the specific needs of our teachers.  | Lewis, Nadia      | 8/18/2014                     | A calendar of events will be created  | 5/29/2015 biweekly     |
| G1.B3.S1.A1  | Assign new teachers a mentor and establish a collaborative planning time.  | Lewis, Nadia      | 8/18/2014                     | Collaborative planning sessions are facilitated or observed by a member of the academic leadership team. The mentor and novice teacher will keep a log on their planning sessions.                | 5/29/2015 weekly       |
| G1.B2.S1.A2  | Teachers will deliver standards based lessons. Administrators will complete classroom observations to monitor progress of standards based instruction and provide feedback. .  | Rosenau, Ginger   | 11/10/2014                    | Classroom observations  | 5/29/2015 weekly       |
| G1.B2.S2.A2  | Administration will attend Dana Center training and then deliver the training to the teachers.   | Rosenau, Ginger   | 10/20/2014                    | The sign in sheet from standards based training   | 10/20/2014 one-time    |
| G1.B3.S1.A2  | Mentor will facilitate monthly meetings with peer teachers.  | Brink, Erica      | 10/1/2014                     | Mentor teacher will log monthly meetings.   | 6/5/2015 monthly       |
| G1.B2.S1.A3  | Identify teachers to participate in coaching cycle. Create the coaching cycle plan by identifying and implementing instructional practices most likely to produce the desired outcome of standards based lessons. Review how the lessons went and how effective they were. | Lewis, Nadia      | 11/17/2014                    | Completed coaching cycle forms with data to reflect the effectiveness of the lesson.  | 5/29/2015 weekly       |
| G1.B2.S2.A3  | Monthly trainings on best practices.   | Rosenau, Ginger   | 1/28/2015                     | Sign in sheets from monthly professional developments   | 5/20/2015 monthly      |
| G1.B2.S1.A4  | Develop standard unpacking tool to be used for common planning and classroom instruction.  | Rosenau, Ginger   | 11/3/2014                     | The teachers will have an unpacking template available for them to use during common planning and for classroom instruction.  | 11/3/2014 one-time     |
| G1.B2.S1.A5  | Develop a common planning agenda to use throughout the work week.  | Lewis, Nadia      | 12/1/2014                     | The teachers will have access to the common planning agenda and use it daily to aid in the completion of their standards based lessons.   | 12/1/2014 one-time     |
| G1.B2.S1.A6  | Model the use of the common planning agenda and expectations for common planning.  | Lewis, Nadia      | 12/2/2014                     | Weekly sign in sheets and completed common planning agendas will be kept in the APC's data folder and common planning tasks/action steps will be emailed to the teachers on Tuesday and Thursday. | 2/26/2015 weekly       |
| G1.MA1       | Discipline data, Attendance Data, Climate Survey Results, Student Achievement, Teacher Evaluations   | Rosenau, Ginger   | 8/18/2014                     | The evidence will be discipline data, teacher and student attendance data, climate survey results, teacher evaluation results and student achievement   | 5/29/2015 quarterly    |
| G1.B1.S1.MA1 | There will be a teacher "climate" survey done at the middle and end of the year to determine if teachers feel the school has become more cohesive.   | Corbett, Asonja   | 9/2/2014                      | Survey results  | 5/29/2015 semiannually |

| Source       | Task, Action Step or Monitoring Activity   | Who               | Start Date (where applicable) | Deliverable or Evidence of Completion  | Due Date/ End Date  |
|--------------|--|-------------------|-------------------------------|--|---------------------|
| G1.B1.S1.MA1 | Teacher sign-in sheets and agendas for PDs, PLCs and faculty meetings will document participation in community building.   | Logue, Kathy      | 8/11/2014                     | Agenda and sign in sheet from the meeting.   | 5/29/2015 monthly   |
| G1.B2.S1.MA1 | If effective standards based learning is taking place then the students achievement levels will increase.  | Lewis, Nadia      | 8/18/2014                     | Higher scores on progress monitoring   | 5/29/2015 quarterly |
| G1.B2.S1.MA1 | A coaching cycle form will be completed with the participants  | Lewis, Nadia      | 8/18/2014                     | A completed coaching cycle form with student data  | 5/29/2015 monthly   |
| G1.B3.S1.MA1 | Exit interview   | Lewis, Nadia      | 5/25/2015                     | As the teachers are submitting their log, they will be able to share if their experience with their mentor teacher aided them in their understanding of curriculum, standards, and implementation of policies and procedures at KMS. | 6/5/2015 one-time   |
| G1.B3.S1.MA1 | Mentor and novice teacher will need to maintain their log in their Data Notebook for review upon request.  | Lewis, Nadia      | 9/8/2014                      | The mentor/novice meeting log will be maintained in the data notebook and turned in at the end of the year.  | 6/5/2015 one-time   |
| G1.B1.S2.MA1 | Stakeholders will participate in a survey to gauge the effectiveness of communication  | Corbett, Asonja   | 8/11/2014                     | Stakeholders will participate in a survey where they can rate the effectiveness of communication at the school. Survey will be given middle and end of year.   | 5/29/2015 one-time  |
| G1.B1.S2.MA1 | A monthly newsletter will be provided in both e-mail and paper form for all stakeholders.  | Rosenau, Ginger   | 8/11/2014                     | A copy of the newsletter will be archived to reflect fidelity.   | 5/29/2015 monthly   |
| G1.B2.S2.MA1 | Data from progress monitoring will show student gains if the standards based instruction is implemented effectively.   | Lewis, Nadia      | 8/18/2014                     | Data from Discovery, Focus, FAIR, My Access, and mini assessments  | 5/29/2015 quarterly |
| G1.B2.S2.MA1 | Focused observations-administration will look for evidence of appropriate teacher implementation of the strategies provided during professional development.                       | Lewis, Nadia      | 8/18/2014                     | Input of observation in Journey and lesson plans   | 5/29/2015 monthly   |
| G1.B1.S3.MA1 | Administrative team will monitor classroom learning environment, EPC 3a an environment of respect and rapport, 3c managing classroom procedures, and 3d managing student behavior. | Rosenau, Ginger   | 8/18/2014                     | Observations in Journeys, non-evaluative observations, discipline data   | 5/29/2015 one-time  |
| G1.B1.S3.MA1 | Administrative team will complete an observation in each class showing evidence of community building.   | Champion, Rebecca | 8/18/2014                     | If community building is being done properly it should be reflected in the discipline data, as well as the classroom environment section of the Journey Observation.   | 5/29/2015 monthly   |

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

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

**G1.** All stakeholders increase collaboration to build interpersonal relationships and consistently engage students in quality standards based instruction to improve student achievement.

**G1.B1** The culture within the school reflects that relationships have broken down and people have become disconnected.

**G1.B1.S1** All stakeholders will participate in community building.

### PD Opportunity 1

Plan relationship building events such as "Bucket Fillers", teacher of the month, teacher attendance recognition, as well as community building during PLCs, PDs and faculty meetings.

#### Facilitator

Asonja Corbett, Rebecca Champion, Erica Brink, FDLRS, Nadia Lewis

#### Participants

All Teachers

#### Schedule

Monthly, from 8/11/2014 to 6/5/2015

**G1.B1.S3** Teachers will work to build relationships with their students.

### PD Opportunity 1

Teachers will be provided training on community building activities.

#### Facilitator

Rebecca Champion, Literacy Coach and Erica Brink, Math Coach

#### Participants

All Teachers and Paras

#### Schedule

Monthly, from 8/11/2014 to 5/29/2015

**G1.B2** Teachers lack of strategies to deliver engaging standards based instruction.

**G1.B2.S1** To plan and deliver standards based instruction in the classroom, the administration/coaching staff will monitor and facilitate collaborative planning focused on standards based instruction.

**PD Opportunity 1**

Develop a lesson plan template with a focus on standards and instructional expectations.

**Facilitator**

Ginger Rosenau and Nadia Lewis

**Participants**

All teachers

**Schedule**

On 1/5/2015

**PD Opportunity 2**

Develop standard unpacking tool to be used for common planning and classroom instruction.

**Facilitator**

Ginger Rosenau

**Participants**

All teachers

**Schedule**

On 11/3/2014

**G1.B2.S2** School-based and district level curriculum specialists will provide professional development opportunities for teachers to gain more skills and strategies for effective instruction.

### **PD Opportunity 1**

District curriculum specialists will establish dates and times when they can observe, coach, and provide professional development to meet the specific needs of our teachers.

#### **Facilitator**

District curriculum specialists

#### **Participants**

teachers

#### **Schedule**

Biweekly, from 8/18/2014 to 5/29/2015

### **PD Opportunity 2**

Administration will attend Dana Center training and then deliver the training to the teachers.

#### **Facilitator**

Ginger Rosenau and Nadia Lewis

#### **Participants**

All teachers

#### **Schedule**

On 10/20/2014

### **PD Opportunity 3**

Monthly trainings on best practices.

#### **Facilitator**

Administrative Team \

#### **Participants**

All teachers

#### **Schedule**

Monthly, from 1/28/2015 to 5/20/2015

## Technical Assistance Items

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

**Budget Rollup**

| Summary     |       |
|-------------|-------|
| Description | Total |
| Grand Total | 0     |