Fort King Middle School

2015-16 School Improvement Plan

Fort King Middle School

545 NE 17TH AVE, Ocala, FL 34470

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	75%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	46%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	D	C

Preliminary 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 was approved by the Marion County School Board on 12/8/2015.

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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Ft. King Middle School recognizes that each child is an individual; that all children are creative; that all children need to succeed. Therefore, Ft. King Middle School respects the individual needs of children; fosters a caring and creative environment; and emphasizes the social, emotional, physical, and intellectual development of each child.

Provide the school's vision statement

Ft. King Middle School will challenge students of all abilities to achieve excellence in a wide range of academic, cultural, and sporting activities. It will equip students for the demands and opportunities of the twenty-first century by offering a differentiated, effective and rigorous curriculum as an entitlement to all. A professional and highly motivated staff, in partnership with parents, will encourage each student to achieve his/her full potential. In a discipline and caring environment, based on mutual respect, each student will be valued as an individual in his/her own right and his/her moral development encouraged.

School Environment

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

In order for learning to occur, our teachers first recognize that the most powerful weapon available to foster a favorable learning climate is a positive relationship with their students. During Pre-planning, our staff participated in multiple student awareness sessions. Once school began, application of staff development activities as well as team and grade level meetings, helped identify strengths and weaknesses of all students. Teachers and Staff members are now developing individual student plans for success for students that need assistance.

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

Through our Wings of Excellence and Anti-bullying campaigns, students learn coping strategies, attend pep rallies, participate in mentorships, and are praised for choosing the "right thing to do". Our five Wings of Excellence include: Be an Active learner; Be on Time; Be Safe; Be Responsible; Be Respectful at all times.

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

Ft. King Middle School is a PBS school which includes proactive, non-punitive, and instructional strategies exercised over time with consistency to establish a setting that facilitates positive behavior. With the use of Falcon Funds, our students earn positive rewards and opportunities in exchange for positive student actions. This program has been deemed successful when comparing the decline in student misbehaviors over the years.
Coupled with our PBS program, Ft. King Middle School utilizes a multi-tiered system of support to assist our students in developing appropriate interventions to minimize student misbehaviors. As the

need intensifies, so does the intervention. With consistent progress monitoring, most student issues are resolved within a small time frame.

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

Ft. King Middle School is staffed with two guidance counselors and a multitude of supportive and dynamic faculty members. The FAL (Fantasy Assessment League), comprised of all FKMS employees, was developed two years ago as a mentor program in which all students were given a staff member to help guide and coach them through a successful school year. Students capitalized on this relationship by sharing personal, peer-to-peer, and family issues with their mentor. During their weekly "bonding" sessions, students learned that they were not alone and were more like their peers than they ever thought. Common worries and embarrassments were no longer in isolation but deemed normal and acceptable. Imaginary walls came down and students began to find a purpose in attending school. School pride increased. FAL fostered pride and ownership for both students and faculty. The mentoring affords a social-emotional safety net for students in a small group setting with manageable numbers.
We plan to continue FAL again this year. In so doing we will continue to see more student needs met across all grade levels.

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

Through our synergy team meetings, we analyzed the following data points:
-attendance
-academic referrals
-assessments (local, district and state)
-discipline referrals (student, teacher, busses, locations, times)
-PBS
-Student Engagement data (through teacher evaluations)
Attendance: For the school year 2014-2015, 24% of our students were absent more than 10% of the time; whereas, 5% of our student population had perfect attendance for the entire year.
Academic referrals: These were monitored for change of placement needs, additional testing and other student specific interventions.
Assessments: Our local assessments provided some formative data to impact Tier one instruction for adjustments that were needed to the curriculum maps. Assessments included Aimsweb, successmaker, iReady, district benchmark, FCA, CRL, RWAs, DW, DBQ's and CEOC. The state EOCs were also coordinated and practiced through EPats, test bank questions and other district provided resources.
Discipline referrals data: 439 times a student was suspended from school as a consequence. 427 times a student was given PASS (ISS) as a consequence. Students who were repeat offenders were put on behavior contracts, check-in/check-out plans, and other intervention plans based on their Tier (MTSS).
PBS: _____
Student Engagement: _____

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	60	72	85	217
One or more suspensions	87	144	130	361
Course failure in ELA or Math	19	30	46	95
Level 1 on statewide assessment	29	27	32	88
	0	0	0	
	0	0	0	

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	121	174	168	463

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

Attendance: parent letters, Guidance counselor home calls, Social Worker referrals
Suspensions: Mentorships, Check-In/Check-Out, Behavior Contracts, PASS, PBS program, Monthly rewards, Infraction reports
Course Failure: F-Chats, Grade Level monitoring, Synergy Team intervention, Parent phone calls, Administration Alert Now messages, Plato, Summer School
Level 1 on statewide assessment: Intensive Reading and Intensive Math courses, FAL program, School-wide writing intervention

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?
No

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

Description

In order to build stronger relationships with our parents, Ft. King Middle School strives to build open communication paths to and from school. Through the use of Connect 5, weekly call outs are sent by the Principal informing parents of critical information. Our website provides up-to-date emails and teacher pages for staying in touch with each classroom. Our "Remind" program, allows parents and students to receive texts from teachers regarding important due dates and upcoming events. Our student planner functions as a daily organizational tool as well as another critical communication avenue.
Beyond the communication tools, our school hosts various athletic events, club sponsored activities,

curriculum nights, as well as family fun nights to help build an ongoing positive interactive relationship with our families.

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

Through various community projects sponsored by our clubs and curriculum programs, we are beginning to grow relationships with our surrounding businesses. We recognize them during our events as well as in our school newsletter, marque, and morning show. Invitations are always extended to participate in our monthly SAC meetings.

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:

Name	Title
Smallridge, Gary	Principal
Jones, Renee	Assistant Principal
Woods, Shawn	Assistant Principal

Duties

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

Ft. King Middle School is served by one principal, Gary Smallridge and two assistant principals, Renee Jones and Shawn Woods. Mr. Smallridge returns this year for his first full year at the helm. His duties include assuring instruction aligns to state standards, containing continuous improvement through professional development, designing instruction for student success, developing partnerships with administrative staff, teachers, parents and the community, as well as nurturing a culture where each individual feels valued.

As the assistant principal for curriculum, Mrs. Jones' primary functions include developing and maintaining the master schedule to fulfill all students' needs, supporting the professional development of all stakeholders, viewing academic data to facilitate instructional strategies and curriculum alignment; and to enhance student achievement with all available resources.

As the assistant principal for discipline, Mr. Woods' primary functions include communicating the schools mission and vision to all stakeholders, maintaining a safe facility while establishing a positive school culture, as well as facilitating an effective student discipline program that enhances student achievement.

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

Through constant data analysis of student data, teacher evaluation data, surveys (teacher, school, community), and budgets, the administration uses a team approach to develop short term and long term goals for each school year. After which, the leadership team, comprised of all synergy team

members and department chairs, work through the 8 step model together and identify instructional strategies, barriers and resources to support student achievement. This is then share amongst all stakeholders.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Stua, Christi	Parent
Thomas, Robin	Parent
Smallridge, Gary	Principal
Hadley, Jenifer	Parent
Merritt, Paul	Parent
Gilmore, Rometha	Teacher
Curtis, Debra	Teacher

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

After looking at last year's FCAT scores and comparing them to the other neighboring middle schools in the county, we fared much better than expected. We had tremendous growth on both of our 8th grade FCAT Science exam as well as the 8th grade FCAT Writes exam. We made adequate growth increasing the number of math and reading proficient students, but fell short in the areas of learning gains for our lower performing math students.

Development of this school improvement plan

The SAC committee supported changing of our student day from a 6 period to a 7th period day that involved adding an additional 25 minutes to the student schedule. This allowed for all non-proficient 6th graders to take the necessary remedial reading and math classes alongside their four core classes. The schedule also allowed for a critical thinking class to be developed in support of organizing and teaching study skills for all students. Another added benefit to the 7th period day, students who were never afforded the opportunity to have a PE or an elective class on their schedule due to a remedial class, can do so with the additional class period. This will increase student attendance, student pride as well as school pride.

Preparation of the school's annual budget and plan

The SAC committee focused this year's budget on increasing and updating technology on campus. Two "smart" classrooms were updated, three "smart" classes were added, and two computer labs were installed to support our new textbook adoptions in both the Math and ELA classes.

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

$6000 was used to purchase new "smart" technology. The remainder of the funds were spent on purchasing paper.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:	

Name	**Title**
Smallridge, Gary	Principal
Jones, Renee	Assistant Principal
Sasnett, Patrick	Dean
Perry, Dustin	Dean
Owen, Katie	Dean
Conrad, Deedra	Guidance Counselor
Moody, Cheryl	Guidance Counselor
Johnson, Jo	Teacher, K-12
Rohan, Kim	Teacher, K-12
Werhner, Nicole	Teacher, K-12
Woelfel, Kelly	Teacher, K-12
Woods, Shawn	Assistant Principal
	Other

Duties

Describe how the LLT promotes literacy within the school

During our monthly LLT meetings, we focus on our school's mission: to challenge students of all abilities to achieve excellence in a wide range of academic, cultural, and sporting activities while equipping students for the demands and opportunities of the twenty-first century by offering a differentiated, effective and rigorous curriculum as an entitlement to all. This first starts with creating a positive school culture therefore we focus on our eight CIM strategies monthly by monitoring how we are in regards to these goals, look at benchmark data, and implement changes as needed in our department meetings based on what the data is showing us.

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

This year, Ft. King Middle School was able to adopt a seventh period day which allowed for common planning time to be developed during the school day. For the sixth grade students, the Teaming approach was reinserted into the master scheduled. Therefore, the four core teachers meet every Wednesday for collaborative planning. This is mirrored across the grade level.
For the seventh and eighth grade teachers, their planning is more aligned with a traditional junior high schedule. Teachers of the same grade level and course subject have common planning time together. They, too, meet every Wednesday for collaboration planning.
Coupled with these work sessions, grade level and department meetings are held monthly to support collaboration both vertically and horizontally across the school.

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

Conduct a school orientation for curriculum materials and school policies
Appoint a mentor teacher
Arrange for classroom visitations to observe exemplary strategies and techniques
Provide necessary training for technology and instructional programs
Monitor with weekly walk-throughs and monthly meetings.

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

Upon the need for a new teacher, we would take the following actions to retain and educate the new faculty member:
1. Pairing of the new teacher with an experienced teacher will be used in conjunction with the district program, to facilitate learning of a grade book, lesson planning, schedules, and any best practices
2. An administrator is selected to work with these new teachers to ensure their assimilation into the culture of learning at FKMS. Walk-throughs, conversations, documentation and other means of monitoring will be used to ensure fidelity of the mentoring program.

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

Through extensive PLCs, school and district in-services, standards are constantly dissected and embedded into our daily curriculum. Weekly collaborative planning time with peer teachers and instructional coaches reinforce the implementation of standards and provides timely feedback opportunities for student growth.

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

With the new math textbook adoption and its online services, students are provided with individualized instruction based on their diagnostic assessment results as well as instruction on their grade level. Servicing both platforms, each student receives timely support and feedback at their independent/functional level as well as current grade level standards. District Learning Checks as well as on going AIMsweb monitoring data is also shared with students. This data provides mentoring opportunities during out "Intensive Common Block (aka FAL)" program.
Likewise, the Social Studies, ELA, and Science departments all have district assessments for students. This data is shared and "owned" by both teacher and student. Collaborative conversations about these data elements are shared not only at the individual teacher level, but also at the LLT and Synergy team meetings. Based on what the data represents, instructional coaches are embedded into the classrooms for support as needed.

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: 8,000

After School Tutoring by volunteer instructional personnel occurs twice a week for two hours each day. All four core academic areas are represented. Skill review and homework assistance are provided.

Strategy Rationale

With limited parental involvement and increased difficulty in Florida standards, additional time is needed to support our students with their skills. Not all students learn at the same pace.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Smallridge, Gary, gary.smallridge@marion.k12.fl.us

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

Completion rate of homework and planner utilization

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

As students transition to 6th grade, our school hosts orientation opportunities for incoming students in the spring prior to their arrival. Information flyers and call-out messages are shared with the parents as well. Additionally, our schools hosts on the Friday before school starts, an opportunity for families to come visit the campus and ask their questions. Once school starts, our staff reviews policies and procedures as well as monitors for assistance, any student who may still need additional support. As well, for students with disabilities or 504 plan, articulation meetings are held.
A similar system is held for outgoing 8th grade students. The high schools visit our campus and share information regarding their schools. Orientations are hosted at each high school. Articulation meetings are held for 504 and students with disabilities.

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

Through our vocational department, we encourage our students to discover their passion in either the art of computers, agriscience, technology, band, and/or 2D/3D art. High school courses are offered to 8th grade students who demonstrate the academic achievement level to be successful on the next level. This, in turn, allows students when they get to high school, to take more classes in their chosen field.

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

Although we have no certification programs at the middle school level, we offer the 9th grade Agriscience and Introduction to Information courses.

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

Collaborative planning allows opportunities to develop integrated activities across the school. This is strongly evident in our Life Science classes and the Agriculture classes. They work hand-in-hand with one another. Plant and life cycles are two main collaborative projects shared by both programs.

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

By supporting our math program with intensive math classes in the 6th grade as well as the new math adoption, the number of non-proficient students will be reduced significantly to allow for more students availability to participate in our vocational programs.

By reallocating instructional staff within our Reading/ELA departments, more reading based strategies will not only be taught in Intensive Reading courses but in our ELA courses as well. This, too, will be reduce the number of non-proficient students to allow for participation in our vocational programs.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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:

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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.

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.

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.   If school staff implement increased PBS based strategies and activities throughout the school which are based on targeted staff development, then positive school climate for student success will be achieved

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. If school staff implement increased PBS based strategies and activities throughout the school which are based on targeted staff development, then positive school climate for student success will be achieved `1a`

`G073812`

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	67.0
AMO Reading - All Students	71.0
FCAT 2.0 Science Proficiency	44.0

Resources Available to Support the Goal `2`

- Positive Behavior Support, MTSS, FRAME model, Planners, Attendance, Athletics

Targeted Barriers to Achieving the Goal `3`

- Poor student motivation

- Poor student attendance

Plan to Monitor Progress Toward G1. `8`

District Assessment data (Aims Web, Learning Checks, Report Cards, RWAs and DBQ's) will be compared for student gains.

Person Responsible

Gary Smallridge

Schedule

Every 6 Weeks, from 8/17/2015 to 5/27/2016

Evidence of Completion

Analysis Reports of assessment data comparisons

Plan to Monitor Progress Toward G1. `8`

School level report cards

Person Responsible

Dustin Perry

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

GPA Reports

Plan to Monitor Progress Toward G1. 8

District Assessment Data (RWAs and DBQs) will be compared for growth

Person Responsible
Renee Jones

Schedule
On 5/27/2016

Evidence of Completion
Analysis Reports of assessment data comparisons

Plan to Monitor Progress Toward G1. 8

Self-contained discipline data and teacher generated behavioral data

Person Responsible
Katie Owen

Schedule
Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion
Analysis reports of behavior data and teacher feedback on student growth

Plan to Monitor Progress Toward G1. 8

PBS effectiveness as shown by discipline referral data.

Person Responsible
Shawn Woods

Schedule
Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion
Analysis of discipline reports

Plan to Monitor Progress Toward G1. 8

Weekly attendance spreadsheet and comments

Person Responsible
Patrick Sasnett

Schedule
Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion
Attendance rate reports and spreadsheet

Plan to Monitor Progress Toward G1. `8`

Bi-Quarterly monitoring of the spreadsheet reflecting progress report and report card grades.

Person Responsible
Cheryl Moody

Schedule
Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion
Data spreadsheet

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. If school staff implement increased PBS based strategies and activities throughout the school which are based on targeted staff development, then positive school climate for student success will be achieved 1

🔍 G073812

G1.B1 Poor student motivation 2

🔍 B192776

G1.B1.S1 If students and teachers utilized a daily student planner, then positive school climate for student success will be achieved. 4

🔍 S204277

Strategy Rationale

Students lack the knowledge and skills to keep up with ongoing classwork, homework, and studying for quizzes/tests. With an organizational tool and constant teacher monitoring, students will be responsible for owning their work and grades.

Action Step 1 5

Teachers will monitor student's daily planners

Person Responsible

Gary Smallridge

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

A minimal of two gradebook entries each quarter will be recorded for every teacher

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

A lead teacher will be assigned to collect data, monitor student agenda activity and support teacher implementation

Person Responsible

Gary Smallridge

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Lead teacher will meet with the Principal monthly and report findings

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

Completion of assignment in comparison to completion of agenda will be analyzed

Person Responsible

Gary Smallridge

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Comparison Data

G1.B1.S2 if proper implementation of the academic MTSS process was achieved school-wide, then positive school climate for student success will be achieved. [4]

🔑 S204278

Strategy Rationale

Teachers often misunderstand the process of the Multi-Tiered System of Supports (MTSS) and how to implement interventions in the classroom. With the appropriate interventions, students can maximize their opportunities to achieve success in learning. If students feel success, they will build intrinsic motivation to work harder thus earning better test scores and achievement growthin their scores.

Action Step 1 [5]

Schedule meetings with the teachers who need assistance with understanding the process or MTSS, what it can do for the students and strategies for implementing interventions with the students who are determined to need them.

Person Responsible

Deedra Conrad

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Students who are in the MTSS process will be receiving the interventions that were determined necessary for them and data will be collected and graphed to show effectiveness.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 [6]

Student performance data will be collected and graphed to determine intervention effectiveness.

Person Responsible

Deedra Conrad

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Completed student performance reports and charts

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

Guidance counselors along with the psychologist will analyze intervention charts and data elements to determine if the data reflects success. If not, a referral for a psychological evaluation will be written and submitted.

Person Responsible

Deedra Conrad

Schedule

Every 2 Months, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student graphs

G1.B1.S3 If the school Implemented a new 7-period day to allow for needed subject remediation as well as additional enrichment opportunities, then positive school climate for student success will be achieved. `4`

🔑 S204279

Strategy Rationale

Having an additional period in the day, non-proficient students now have the opportunity to participate in either a physical education course or a vocational course.

Action Step 1 `5`

All students will be enrolled in a seven period day schedule. Students with availability will be enrolled into physical education and/or vocational courses if no intensive classes are needed.

Person Responsible

Gary Smallridge

Schedule

Daily, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student complete schedule

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

IPC will enter into the SMS database a completed schedule upon student enrollment

Person Responsible

Gary Smallridge

Schedule

Daily, from 8/17/2015 to 5/27/2016

Evidence of Completion

Complete Student Schedules

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

Attendance comparison will be done on those individuals who now have a physical education or vocational courses for the first time.

Person Responsible

Gary Smallridge

Schedule

Semiannually, from 8/17/2015 to 5/27/2016

Evidence of Completion

Comparison data

G1.B1.S4 If all students involved in Extra-Curricular Athletics will increase their grade point average by 12.5 while maintaining a 2.5 GPA., then positive school climate for student success will be achieved. `4`

🔑 S204280

Strategy Rationale

Tutoring and monitoring of potential intermural athletes will foster success for struggling students who may not have the GPA to participate otherwise. With assistance, more students can participate, therefore increasing the motivation to come to school, participate in school, and ultimately be successful in school.

Action Step 1 `5`

Thirty minutes of homework/make-up time added to the beginning of each practice.

Person Responsible

Dustin Perry

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Comparison of GPAs quarterly for improvement

Plan to Monitor Fidelity of Implementation of G1.B1.S4 `6`

The Athletics Director will monitor student/athlete GPAs and monitor growth

Person Responsible

Dustin Perry

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Quarterly comparison report shared at Synergy meetings with Administration

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Grade checks monitored to make sure students are turning in all assignments and putting forth effort to increase their GPA

Person Responsible

Dustin Perry

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Grade book assignment reports for student athletes

G1.B1.S5 With an intensification of our current 504 program to support academics and attendance, positive school climate for student success will be achieved. 4

S204281

Strategy Rationale

With the appropriate interventions, students can maximize their opportunities to achieve success in learning. If students feel success, they will build intrinsic motivation to work harder thus earning better test scores and achievement scores. Students, and sometimes families, do not understand the importance of attending school regularly. They need to know how to make up work and prevent zeros. This will prevent students from getting behind and discouraged.

Action Step 1 5

Monitor grades for all 504 students to ensure passing grades in core classes.

Person Responsible

Cheryl Moody

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Progress reports and Report cards will be analyzed for needed improvements to pass all core classes.

Action Step 2 5

Monitor attendance of all 504 students to support passing grades in core classes.

Person Responsible

Cheryl Moody

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Monitoring attendance will support academic growth. Comparing 2014-15 non-attendance to 2015-16 non-attendance will be used to depict a reduction in absences.

Plan to Monitor Fidelity of Implementation of G1.B1.S5 6

Progress reports will be screened for improvement(s) needed.

Person Responsible

Cheryl Moody

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

A spreadsheet of core failing core classes for each student will record the interventions needed for success.

Plan to Monitor Effectiveness of Implementation of G1.B1.S5 7

Report Cards for the semester will show units gained in all cores along with improvements from progress reports.

Person Responsible

Cheryl Moody

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

The spreadsheet will reflect report cards for the semester and will show units gained in all cores along with improvements from progress reports.

G1.B1.S6 If 50% of students use the FRAME model to increase their writing scores by one level on RWAs and DBQs, then positive school climate for student success will be achieved. 4

🔑 S204282

Strategy Rationale

Students lack the knowledge and skills to organize their thoughts and plan their academic writing. With an organizational planning tool and constant teacher modeling, students will be empowered with the skills to improve their writing in all curricular areas. The constant repetition of connecting abstract thinking strategies to a formatted structure, will streamline student's ability to respond to complex text questions with a logical approach.

Action Step 1 5

Teachers will implement the use of the FRAME Model in Language Arts classes and Social Studies classes.

Person Responsible

Nicole Werhner

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

The quarterly RWA's and DBQ's will be recorded for every teacher

Plan to Monitor Fidelity of Implementation of G1.B1.S6 6

A Lead Teacher is assigned to help collect data, monitor student FRAME activity and support teacher implementation

Person Responsible

Nicole Werhner

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

The Lead Teacher will meet with the Assistant Principal monthly and report findings. The Performance Matters Data will reflect baseline and incremental quarterly improvements.

Plan to Monitor Effectiveness of Implementation of G1.B1.S6 `7`

Levels of writing performance will be compared from the baseline/first assessment to the completion of each quarterly assessment

Person Responsible

Nicole Werhner

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Comparison Data on all quarterly assessments from Performance Matters will be analyzed to assess the goal.

G1.B1.S7 With the self-contained ESE population increasing social skills and decreasing negative behaviors by 20%, positive school climate for student success will be achieved. `4`

🔍 S204283

Strategy Rationale

Teachers in the self-contained environment are concerned that their students are not interacting and properly developing their social skills. The socialization serves as a motivator to behave properly in class as well as possibly transitioning in the mainstream classroom.

Action Step 1 `5`

All ESE self-contained classes will meet weekly to celebrate academic and behavioral success while increasing relationships among students.

Person Responsible

Katie Owen

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Calendar of weekly ESE celebrations

Plan to Monitor Fidelity of Implementation of G1.B1.S7 `6`

Teachers will keep documentation of who is receiving awards and behavior charts to represent who can/cannot attend

Person Responsible

Katie Owen

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Data collection sheet generated by ESE dean and presented bi-weekly at synergy team meetings.

Plan to Monitor Effectiveness of Implementation of G1.B1.S7 `7`

Completion of assignments, decrease in the number of discipline referrals and negative behavior points

Person Responsible

Katie Owen

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Comparison Data reports

G1.B1.S8 Strengthening Fort King Middle School's Positive Behavior Support System by decreasing referrals by 20% on a quarterly basis will lead to a positive school climate for student success. 4

🔑 S204284

Strategy Rationale

By promoting PBS, current discipline data will reflect that students and teachers have a buy in to the incentives and rewards imbedded in the program. Comparing discipline data from the past year will reflect a reduction in the need for punitive discipline. With more participation in the events and lessening the need for disciplinary actions will promote a more positive school culture.

Action Step 1 5

Promote PBS activities and have large and small incentives available.

Person Responsible

Shawn Woods

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

The discipline data shared with the synergy team will reflect a decrease in referrals over last year's data in a comparative time frame. Morning show announcements, staff emails, Connect 5 phone calls and PBS monthly committee meetings are all evidence that support this action.

Plan to Monitor Fidelity of Implementation of G1.B1.S8 6

PBS strengths and weaknesses discussed at monthly meeting.

Person Responsible

Shawn Woods

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Minutes from the PBS meetings that are emailed school wide.

Plan to Monitor Effectiveness of Implementation of G1.B1.S8 `7`

PBS effectiveness will be monitored through data reflecting a decrease in referral counts when comparing last year to this year.

Person Responsible

Shawn Woods

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Presentation of the discipline referral count data will be shared at the leadership team meeting and with faculty.

G1.B2 Poor student attendance `2`

🔑 B192777

G1.B2.S1 Implementation of a thorough attendance monitoring program `4`

🔑 S204285

Strategy Rationale

Student attendance and student achievement are closely related. As a result, the more time that students have in the classroom setting to 1) be exposed the middle school core curricula will allow the student to gain the necessary skills in the subject matter and move towards proficiency especially those students who comprise our bottom quartile. 2) We are also working diligently to keep pace with both the district and state learning schedules and pacing guides. Therefore, student attendance each, and every is paramount to this goal being met.

Action Step 1 `5`

Attendance data and proper recourse will be taken based on attendance guidelines that state, district, and school have set in place.

Person Responsible

Katie Owen

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Weekly attendance reports, student attendance violation letters, social work referrals

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

Guidance clerk will email daily the student tardy/absentee roster to the entire school for validation purposes

Person Responsible

Katie Owen

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Daily school emails

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

Attendance violation letter will be send home as well as social worker attendance referrals will be processed in a timely manner

Person Responsible

Katie Owen

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Referral completion data. Record of letters sent home

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

Documentation of an increase in student individual daily attendance rate will be shared at synergy meetings

Person Responsible

Katie Owen

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student individual attendance rate reports

<div style="background:#c79a3a">**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** [7]</div>

Documentation of an increase in student individual daily attendance rate will be shared at synergy meetings

Person Responsible

Katie Owen

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Student individual attendance rate reports

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	Teachers will monitor student's daily planners	Smallridge, Gary	8/17/2015	A minimal of two gradebook entries each quarter will be recorded for every teacher	5/27/2016 quarterly
G1.B1.S2.A1	Schedule meetings with the teachers who need assistance with understanding the process or MTSS, what it can do for the students and strategies for implementing interventions with the students who are determined to need them.	Conrad, Deedra	8/17/2015	Students who are in the MTSS process will be receiving the interventions that were determined necessary for them and data will be collected and graphed to show effectiveness.	5/27/2016 quarterly
G1.B1.S3.A1	All students will be enrolled in a seven period day schedule. Students with availability will be enrolled into physical education and/or vocational courses if no intensive classes are needed.	Smallridge, Gary	8/17/2015	Student complete schedule	5/27/2016 daily
G1.B1.S4.A1	Thirty minutes of homework/make-up time added to the beginning of each practice.	Perry, Dustin	8/17/2015	Comparison of GPAs quarterly for improvement	5/27/2016 monthly
G1.B1.S5.A1	Monitor grades for all 504 students to ensure passing grades in core classes.	Moody, Cheryl	8/17/2015	Progress reports and Report cards will be analyzed for needed improvements to pass all core classes.	5/27/2016 quarterly
G1.B1.S6.A1	Teachers will implement the use of the FRAME Model in Language Arts classes and Social Studies classes.	Werhner, Nicole	8/17/2015	The quarterly RWA's and DBQ's will be recorded for every teacher	5/27/2016 quarterly
G1.B1.S7.A1	All ESE self-contained classes will meet weekly to celebrate academic and behavioral success while increasing relationships among students.	Owen, Katie	8/17/2015	Calendar of weekly ESE celebrations	5/27/2016 weekly
G1.B1.S8.A1	Promote PBS activities and have large and small incentives available.	Woods, Shawn	8/17/2015	The discipline data shared with the synergy team will reflect a decrease in referrals over last year's data in a comparative time frame. Morning show announcements, staff emails, Connect 5 phone calls and PBS monthly	5/27/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				committee meetings are all evidence that support this action.	
G1.B2.S1.A1	Attendance data and proper recourse will be taken based on attendance guidelines that state, district, and school have set in place.	Owen, Katie	8/17/2015	Weekly attendance reports, student attendance violation letters, social work referrals	5/27/2016 weekly
G1.B1.S5.A2	Monitor attendance of all 504 students to support passing grades in core classes.	Moody, Cheryl	8/17/2015	Monitoring attendance will support academic growth. Comparing 2014-15 non-attendance to 2015-16 non-attendance will be used to depict a reduction in absences.	5/27/2016 quarterly
G1.MA1	District Assessment data (Aims Web, Learning Checks, Report Cards, RWAs and DBQ's) will be compared for student gains.	Smallridge, Gary	8/17/2015	Analysis Reports of assessment data comparisons	5/27/2016 every-6-weeks
G1.MA2	School level report cards	Perry, Dustin	8/17/2015	GPA Reports	5/27/2016 quarterly
G1.MA3	District Assessment Data (RWAs and DBQs) will be compared for growth	Jones, Renee	8/17/2015	Analysis Reports of assessment data comparisons	5/27/2016 one-time
G1.MA4	Self-contained discipline data and teacher generated behavioral data	Owen, Katie	8/17/2015	Analysis reports of behavior data and teacher feedback on student growth	5/27/2016 monthly
G1.MA5	PBS effectiveness as shown by discipline referral data.	Woods, Shawn	8/17/2015	Analysis of discipline reports	5/27/2016 quarterly
G1.MA6	Weekly attendance spreadsheet and comments	Sasnett, Patrick	8/17/2015	Attendance rate reports and spreadsheet	5/27/2016 quarterly
G1.MA7	Bi-Quarterly monitoring of the spreadsheet reflecting progress report and report card grades.	Moody, Cheryl	8/17/2015	Data spreadsheet	5/27/2016 quarterly
G1.B1.S1.MA1	Completion of assignment in comparison to completion of agenda will be analyzed	Smallridge, Gary	8/17/2015	Comparison Data	5/27/2016 quarterly
G1.B1.S1.MA1	A lead teacher will be assigned to collect data, monitor student agenda activity and support teacher implementation	Smallridge, Gary	8/17/2015	Lead teacher will meet with the Principal monthly and report findings	5/27/2016 quarterly
G1.B2.S1.MA1	Documentation of an increase in student individual daily attendance rate will be shared at synergy meetings	Owen, Katie	8/17/2015	Student individual attendance rate reports	5/27/2016 biweekly
G1.B2.S1.MA1	Documentation of an increase in student individual daily attendance rate will be shared at synergy meetings	Owen, Katie	8/17/2015	Student individual attendance rate reports	5/27/2016 biweekly
G1.B2.S1.MA1	Guidance clerk will email daily the student tardy/absentee roster to the entire school for validation purposes	Owen, Katie	8/17/2015	Daily school emails	5/27/2016 weekly
G1.B2.S1.MA2	Attendance violation letter will be send home as well as social worker attendance referrals will be processed in a timely manner	Owen, Katie	8/17/2015	Referral completion data. Record of letters sent home	5/27/2016 weekly
G1.B1.S2.MA1	Guidance counselors along with the psychologist will analyze intervention charts and data elements to determine if the data reflects success. If not, a referral for a psychological evaluation will be written and submitted.	Conrad, Deedra	8/17/2015	Student graphs	5/27/2016 every-2-months
G1.B1.S2.MA1	Student performance data will be collected and graphed to determine intervention effectiveness.	Conrad, Deedra	8/17/2015	Completed student performance reports and charts	5/27/2016 quarterly
G1.B1.S3.MA1	Attendance comparison will be done on those individuals who now have a	Smallridge, Gary	8/17/2015	Comparison data	5/27/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	physical education or vocational courses for the first time.				
G1.B1.S3.MA1	IPC will enter into the SMS database a completed schedule upon student enrollment	Smallridge, Gary	8/17/2015	Complete Student Schedules	5/27/2016 daily
G1.B1.S4.MA1	Grade checks monitored to make sure students are turning in all assignments and putting forth effort to increase their GPA	Perry, Dustin	8/17/2015	Grade book assignment reports for student athletes	5/27/2016 weekly
G1.B1.S4.MA1	The Athletics Director will monitor student/athlete GPAs and monitor growth	Perry, Dustin	8/17/2015	Quarterly comparison report shared at Synergy meetings with Administration	5/27/2016 quarterly
G1.B1.S5.MA1	Report Cards for the semester will show units gained in all cores along with improvements from progress reports.	Moody, Cheryl	8/17/2015	The spreadsheet will reflect report cards for the semester and will show units gained in all cores along with improvements from progress reports.	5/27/2016 quarterly
G1.B1.S5.MA1	Progress reports will be screened for improvement(s) needed.	Moody, Cheryl	8/17/2015	A spreadsheet of core failing core classes for each student will record the interventions needed for success.	5/27/2016 quarterly
G1.B1.S6.MA1	Levels of writing performance will be compared from the baseline/first assessment to the completion of each quarterly assessment	Werhner, Nicole	8/17/2015	Comparison Data on all quarterly assessments from Performance Matters will be analyzed to assess the goal.	5/27/2016 quarterly
G1.B1.S6.MA1	A Lead Teacher is assigned to help collect data, monitor student FRAME activity and support teacher implementation	Werhner, Nicole	8/17/2015	The Lead Teacher will meet with the Assistant Principal monthly and report findings. The Performance Matters Data will reflect baseline and incremental quarterly improvements.	5/27/2016 quarterly
G1.B1.S7.MA1	Completion of assignments, decrease in the number of discipline referrals and negative behavior points	Owen, Katie	8/17/2015	Comparison Data reports	5/27/2016 weekly
G1.B1.S7.MA1	Teachers will keep documentation of who is receiving awards and behavior charts to represent who can/cannot attend	Owen, Katie	8/17/2015	Data collection sheet generated by ESE dean and presented bi-weekly at synergy team meetings.	5/27/2016 biweekly
G1.B1.S8.MA1	PBS effectiveness will be monitored through data reflecting a decrease in referral counts when comparing last year to this year.	Woods, Shawn	8/17/2015	Presentation of the discipline referral count data will be shared at the leadership team meeting and with faculty.	5/27/2016 quarterly
G1.B1.S8.MA1	PBS strengths and weaknesses discussed at monthly meeting.	Woods, Shawn	8/17/2015	Minutes from the PBS meetings that are emailed school wide.	5/27/2016 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. If school staff implement increased PBS based strategies and activities throughout the school which are based on targeted staff development, then positive school climate for student success will be achieved

G1.B1 Poor student motivation

G1.B1.S1 If students and teachers utilized a daily student planner, then positive school climate for student success will be achieved.

PD Opportunity 1

Teachers will monitor student's daily planners

Facilitator

Principal and Planner Lead

Participants

Teachers

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

G1.B1.S2 if proper implementation of the academic MTSS process was achieved school-wide, then positive school climate for student success will be achieved.

PD Opportunity 1

Schedule meetings with the teachers who need assistance with understanding the process or MTSS, what it can do for the students and strategies for implementing interventions with the students who are determined to need them.

Facilitator

Guidance Counselors

Participants

Teachers, deans, and support clerical staff

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

G1.B1.S3 If the school Implemented a new 7-period day to allow for needed subject remediation as well as additional enrichment opportunities, then positive school climate for student success will be achieved.

PD Opportunity 1

All students will be enrolled in a seven period day schedule. Students with availability will be enrolled into physical education and/or vocational courses if no intensive classes are needed.

Facilitator

Principal

Participants

Entire faculty

Schedule

Daily, from 8/17/2015 to 5/27/2016

G1.B1.S4 If all students involved in Extra-Curricular Athletics will increase their grade point average by 12.5 while maintaining a 2.5 GPA., then positive school climate for student success will be achieved.

PD Opportunity 1

Thirty minutes of homework/make-up time added to the beginning of each practice.

Facilitator

Athletic director

Participants

All Intermural Coaches

Schedule

Monthly, from 8/17/2015 to 5/27/2016

G1.B1.S6 If 50% of students use the FRAME model to increase their writing scores by one level on RWAs and DBQs, then positive school climate for student success will be achieved.

PD Opportunity 1

Teachers will implement the use of the FRAME Model in Language Arts classes and Social Studies classes.

Facilitator

Nicole Werhner

Participants

All language arts and social studies teachers

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

G1.B1.S7 With the self-contained ESE population increasing social skills and decreasing negative behaviors by 20%, positive school climate for student success will be achieved.

PD Opportunity 1

All ESE self-contained classes will meet weekly to celebrate academic and behavioral success while increasing relationships among students.

Facilitator

Self-Contained Lead Teacher

Participants

Self-contained teachers, students, and dean

Schedule

Weekly, from 8/17/2015 to 5/27/2016

G1.B1.S8 Strengthening Fort King Middle School's Positive Behavior Support System by decreasing referrals by 20% on a quarterly basis will lead to a positive school climate for student success.

PD Opportunity 1

Promote PBS activities and have large and small incentives available.

Facilitator

Shawn Woods

Participants

New teachers to FKMS

Schedule

Quarterly, from 8/17/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will monitor student's daily planners	$0.00
2	G1.B1.S2.A1	Schedule meetings with the teachers who need assistance with understanding the process or MTSS, what it can do for the students and strategies for implementing interventions with the students who are determined to need them.	$0.00
3	G1.B1.S3.A1	All students will be enrolled in a seven period day schedule. Students with availability will be enrolled into physical education and/or vocational courses if no intensive classes are needed.	$0.00
4	G1.B1.S4.A1	Thirty minutes of homework/make-up time added to the beginning of each practice.	$0.00
5	G1.B1.S5.A1	Monitor grades for all 504 students to ensure passing grades in core classes.	$0.00
6	G1.B1.S5.A2	Monitor attendance of all 504 students to support passing grades in core classes.	$0.00
7	G1.B1.S6.A1	Teachers will implement the use of the FRAME Model in Language Arts classes and Social Studies classes.	$0.00

Function	Object	Budget Focus	Funding Source	FTE	2015-16
		District-Wide	Other		$0.00
		Notes: FDLRS			

8	G1.B1.S7.A1	All ESE self-contained classes will meet weekly to celebrate academic and behavioral success while increasing relationships among students.	$0.00
9	G1.B1.S8.A1	Promote PBS activities and have large and small incentives available.	$0.00
10	G1.B2.S1.A1	Attendance data and proper recourse will be taken based on attendance guidelines that state, district, and school have set in place.	$0.00
		Total:	**$0.00**