

Marion County Public Schools

Fort King Middle School



2016-17 Schoolwide Improvement Plan

Fort King Middle School

545 NE 17TH AVE, Ocala, FL 34470

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	77%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	47%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	D

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the Marion 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 a monitoring status of "Former F" (see page 4). 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	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	20
Appendix 1: Implementation Timeline	27
Appendix 2: Professional Development and Technical Assistance Outlines	28
Professional Development Opportunities	28
Technical Assistance Items	29
Appendix 3: Budget to Support Goals	29

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Fort King Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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.

b. 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.

2. School Environment

a. 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.

b. 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.

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

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. 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.

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

Ft. King Middle School is staffed with two guidance counselors and a multitude of supportive and dynamic faculty members. Students' social-emotional needs will be met starting with the classroom teachers. Our classroom teachers are being trained to plan and implement engaging and differentiated lesson plans. Students engaged in these types of plans are less stressed due to working on their own level, as well as working with their peers in group work for additional help.

3. Early Warning Systems

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

a. 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, our average daily attendance was 94.2% the first semester. For the school year 2015-2016, our average daily attendance went up to 95.8% for the first semester. 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:

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	60	72	85	0	0	0	0	217	
One or more suspensions	0	0	0	0	0	0	87	144	130	0	0	0	0	361	
Course failure in ELA or Math	0	0	0	0	0	0	48	44	89	0	0	0	0	181	
Level 1 on statewide assessment	0	0	0	0	0	0	146	125	114	0	0	0	0	385	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	121	174	172	0	0	0	0	467	

c. 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

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/306216>.

2. Description

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

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

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.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Smallridge, Gary	Principal
Woods, Shawn	Assistant Principal
Livengood, Danielle	Assistant Principal
Conrad, Deedra	School Counselor
Shepler, Teresa	School Counselor
Gilmore, Rometha	
Owen, Katy	Administrative Support
Werhner, Nicole	Instructional Coach
Godwin, April	Instructional Coach

b. Duties

1. 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, Danielle Livengood and Shawn Woods. Mr. Smallridge returns this year for his second 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. Livengood's 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.

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

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 shared amongst all stakeholders.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Stua, Christi	Parent
Smallridge, Gary	Principal
Current, Tiffanie	Parent
Barrio, Edward	Business/Community
Smith, Jennifer	Teacher
Hall, Mary	Education Support Employee
Leahmon, Adeniki	Parent
Boots, Kim	Teacher
Jacobs, Cedric	Parent
Chastain, Shannon	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

After looking at last year's FCAT & FSA 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.

b. Development of this school improvement plan

The SAC committee continues to support a 7 period day. This allows 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.

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

The SAC committee focused this year's budget on increasing the number of Intensive Math teachers (2) and by budgeting for three additional paraprofessionals for math & reading interventions, as well as hiring a Plato lab manager. The lab manager will also supervise Marion Virtual classes, which will allow our students to earn high school credits as an elective on the Ft. King campus.

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Smallridge, Gary	Principal
Owen, Katy	Dean
Conrad, Deedra	School Counselor
Werhner, Nicole	Teacher, K-12
Woods, Shawn	Assistant Principal
Livengood, Danielle	Assistant Principal
Shepler, Teresa	School Counselor
Godwin, April	Instructional Coach

b. Duties

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

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.

D. Public and Collaborative Teaching

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

1. 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 seven period day, five days per week. Teachers are able to meet weekly in the mornings from 8:15 to 9:05 all year long.

Coupled with these work sessions, grade level and department meetings are held monthly to support collaboration both vertically and horizontally across the school.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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.

b. Instructional Strategies

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

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. 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.

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

Strategy: After School Program

Minutes added to school year: 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

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

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

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.

2. 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.

3. 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.

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

By supporting our math program with intensive math classes in grades 6-8 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we hire an additional paraprofessional to run a computer lab to offer students at Ft. King Middle School credit recovery (PLATO) all seven periods during the school day, we could reduce the number of students needing summer school by 50%. 48 students needed to recover classes in order to move on to high school at the end of the 2015-2016 school year. The goal would be to reduce this number to 24 students or less at the end of the 2016-2017 school year.
- G2.** If we hire two additional paraprofessionals to help implement math and reading interventions, Ft. King Middle School's percent of proficient math and ELA students will increase by 10% as measured by the FSA.
- G3.** If we hire two additional math teachers to help reduce class size and add intensive math sections to the Ft. King Middle School master schedule, the percentage of proficient FSA math scores will increase by 10% and the percentage of level one FSA math scores will decrease by 10%.
- G4.** If the school administration implements yearlong professional development in "Planning Standards-Based Effective Units and Lessons" in each department (ELA, Math, Social Studies, Science), then the percentage of proficient students and learning gains will increase within each department.

Strategic Goals Detail

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

G1. If we hire an additional paraprofessional to run a computer lab to offer students at Ft. King Middle School credit recovery (PLATO) all seven periods during the school day, we could reduce the number of students needing summer school by 50%. 48 students needed to recover classes in order to move on to high school at the end of the 2015-2016 school year. The goal would be to reduce this number to 24 students or less at the end of the 2016-2017 school year. 1a

G084107

Targets Supported 1b

Indicator	Annual Target
High School Readiness	93.0

Targeted Barriers to Achieving the Goal 3

- Lack of paraprofessionals to supervise the lab

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I budget

Plan to Monitor Progress Toward G1. 8

The completion rate of Plato courses will be monitored monthly.

Person Responsible

Danielle Livengood

Schedule

Monthly, from 9/30/2016 to 5/25/2017

Evidence of Completion

Completion data for PLATO courses during the school year.

G2. If we hire two additional paraprofessionals to help implement math and reading interventions, Ft. King Middle School's percent of proficient math and ELA students will increase by 10% as measured by the FSA.

1a

G084108

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	49.0
FSA Mathematics Achievement	52.0

Targeted Barriers to Achieving the Goal 3

- Lack of paraprofessionals to help with math and ELA interventions.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I funds to hire two additional paraprofessionals to help teachers implement math and ELA interventions.

Plan to Monitor Progress Toward G2. 8

The PDS, Ms. Werhner, and Ms. Godwin, math coach, will monitor the progress of the students in the intensive reading and math classes and report back to the leadership team monthly.

Person Responsible

Nicole Werhner

Schedule

On 5/25/2017

Evidence of Completion

FSA data at the end of the year & FCA data, RWA data & all district data available.

G3. If we hire two additional math teachers to help reduce class size and add intensive math sections to the Ft. King Middle School master schedule, the percentage of proficient FSA math scores will increase by 10% and the percentage of level one FSA math scores will decrease by 10%. 1a

G084109

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	52.0

Targeted Barriers to Achieving the Goal 3

- lack of teachers to teach intensive math

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I Budget added to Ft. King for 2016-2017

Plan to Monitor Progress Toward G3. 8

Throughout the school year, learning check data will be collected for all three grade levels for math. We will look at the difference between the average percentage of the school and the district from last year's data and compare to this years data to see if we are closing the gap between our scores and the districts where we were behind last year. In the cases of data from last year where Ft. King Middle was ahead of the district scores, we want to see a 5% increase compared to last year so we can move farther ahead of the district. Each math teacher will look at their class average compared to the school average and then to the district. We will also look at the scores of the intensive math student and run item analysis reports by classrooms to see what standards need more instruction.

Person Responsible

April Godwin

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Sign in sheets for monthly math department meetings. Copies of learning check data by teacher. Copies of item analysis reports by standard. Increasing scores on learning checks compared to last school year.

G4. If the school administration implements yearlong professional development in “Planning Standards-Based Effective Units and Lessons” in each department (ELA, Math, Social Studies, Science), then the percentage of proficient students and learning gains will increase within each department. 1a

G084110

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	76.0
AMO Reading - All Students	78.0
FCAT 2.0 Science Proficiency	44.0
Civics EOC Pass	55.0

Targeted Barriers to Achieving the Goal 3

- Lack of training for teachers in planning effective lessons

Resources Available to Help Reduce or Eliminate the Barriers 2

- PD in "Planning Effective Standards-Based Units

Plan to Monitor Progress Toward G4. 8

District Assessment data (Aims Web, Learning Checks, Report Cards, RWAs and DBQ's) will be compared for student gains. FSA, EOC results at the end of the year.

Person Responsible

Gary Smallridge

Schedule

Every 6 Weeks, from 8/10/2016 to 5/25/2017

Evidence of Completion

Analysis Reports of assessment data comparisons

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 we hire an additional paraprofessional to run a computer lab to offer students at Ft. King Middle School credit recovery (PLATO) all seven periods during the school day, we could reduce the number of students needing summer school by 50%. 48 students needed to recover classes in order to move on to high school at the end of the 2015-2016 school year. The goal would be to reduce this number to 24 students or less at the end of the 2016-2017 school year. **1**

 **G084107**

G1.B1 Lack of paraprofessionals to supervise the lab **2**

 **B223475**

G1.B1.S1 Using Title I funds, hire an additional para to supervise credit recovery in a computer lab, offering PLATO during all seven periods of the school day. **4**

 **S235785**

Strategy Rationale

If students can complete PLATO courses during the school day, with the assistance of the lab manager, students will not feel like they can never catch up. Students recovering classes during the school year will be ready to move on to high school with their peers and will be less likely to drop out of school when they are 16.

Action Step 1 **5**

Advertise and hire an additional para to supervise a computer lab for Unit Recovery (Plato)

Person Responsible

Gary Smallridge

Schedule

On 8/10/2016

Evidence of Completion

Posting from the Marion County Employment Services Department and PSN from Ft. King Middle School hiring an additional para.

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

The completion rate of PLATO courses will be monitored monthly to see if students are recovering courses failed from the past.

Person Responsible

Danielle Livengood

Schedule

Monthly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Completion data for students completing PLATO courses during the school year. Reduction of the number of students needing summer school at the end of the 2016-2017 school year.

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

The high school readiness rate for 8th grade will be at least 93% at the end of the 2016-2017 school year.

Person Responsible

Danielle Livengood

Schedule

On 5/25/2017

Evidence of Completion

The number of students in 8th grade needing summer school (plato) for unit recovery will be at or less than 24 students.

G2. If we hire two additional paraprofessionals to help implement math and reading interventions, Ft. King Middle School's percent of proficient math and ELA students will increase by 10% as measured by the FSA.


1

 G084108

G2.B1 Lack of paraprofessionals to help with math and ELA interventions. 2

 B223476

G2.B1.S1 Hire two additional paraprofessionals using Title I funds to help teachers implement math and ELA interventions for non-proficient students in both subjects. 4

 S235786

Strategy Rationale

Having trained staff to implement small group math and ELA (reading) interventions will help students increase their math and ELA skills, which would help them score as proficient on the FSA.

Action Step 1 5

Hire two additional paraprofessionals using Title I funds.

Person Responsible

Gary Smallridge

Schedule

Evidence of Completion

PSNs for two additional paraprofessionals hired and schedules for paras implementing intervention groups

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

The leadership team will review the schedules of the paraprofessionals monthly to make sure they are supporting the intervention math and reading teachers with implementing the interventions. The administrative team will also perform walk through visits to see the groups in action with the paraprofessionals.

Person Responsible

Shawn Woods

Schedule

On 5/25/2017

Evidence of Completion

Paraprofessional schedules, student data & grades from intensive math and reading classes.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The PDS, Ms. Werhner, and Ms. Godwin, math coach, will monitor the progress of the students in the intensive reading and math classes and report back to the leadership team monthly.

Person Responsible

Nicole Werhner

Schedule

On 5/25/2017

Evidence of Completion

Minutes from leadership meetings, grades from intensive reading and math classes. FSA data at the end of the year & FCA data, RWA data & all district data available.

G3. If we hire two additional math teachers to help reduce class size and add intensive math sections to the Ft. King Middle School master schedule, the percentage of proficient FSA math scores will increase by 10% and the percentage of level one FSA math scores will decrease by 10%. 1

G084109

G3.B1 lack of teachers to teach intensive math 2

B223477

G3.B1.S1 Hire two additional CSR and/or Intensive Math Teachers for 6-8 grade levels 4

S235787

Strategy Rationale

Level 1 and level 2 FSA math students need extra help with intensive math to help build a foundation of math skills, which will help students reach a proficient score on the FSA Math test. Also, reducing class sizes in math classes will help students get more individualized help with deficient skills.

Action Step 1 5

Advertise and interview for two additional math teachers.

Person Responsible

Gary Smallridge

Schedule

On 8/10/2016

Evidence of Completion

Postings from the Marion County Employment Services Office & PSNs hiring two additional teachers at Ft. King Middle School

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Hire two additional math teachers for CSR and/or Intensive Math Sections for 6th - 8th grades.

Person Responsible

Gary Smallridge


Schedule

On 8/10/2016

Evidence of Completion

Evidence will be the PSNs for the two newly hired math teachers for Ft. King Middle School. The school will have two additional math teachers above and beyond the district staffing plan.

G4. If the school administration implements yearlong professional development in “Planning Standards-Based Effective Units and Lessons” in each department (ELA, Math, Social Studies, Science), then the percentage of proficient students and learning gains will increase within each department. **1**

 G084110

G4.B1 Lack of training for teachers in planning effective lessons **2**

 B223478

G4.B1.S1 If the school administration implements yearlong professional development in “Planning Standards-Based Effective Units and Lessons” in each department (ELA, Math, Social Studies, Science), then the percentage of proficient students and learning gains will increase within each department. **4**

 S235788

Strategy Rationale

Teachers follow curriculum maps created by the district, but they don't know which skills are essential, important or compact. Teachers don't know how much time to put into each skill. Some teachers might spend too much time on compact skills, while not giving enough time to essential ones. If teachers receive training throughout the year, using their curriculum maps to plan along the way, students will receive more effective lessons, which will help with student motivation and strengthen skills to help increase proficiency with all students.

Action Step 1 **5**

Teachers will receive monthly training on planning effective standards-based units and lessons.

Person Responsible

Gary Smallridge

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Department sign-in sheets, teacher lesson plans, copy of PD materials, student data

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

Each Department PD will be led by a Ft. King Administrator, overseen by the principal. Each PD leader will monitor monthly compliance by each teacher in their department. The PD is a progression throughout the year. Each department leader will report back to the principal monthly in the leadership meeting of progress.

Person Responsible

Gary Smallridge

Schedule

Weekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

Sign-in sheets for monthly PD. Copies of lessons by teachers from each department.

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

Documentation of evidence of lesson planning from each department, utilizing training from each month.

Person Responsible

Gary Smallridge

Schedule

Biweekly, from 8/10/2016 to 5/25/2017

Evidence of Completion

lesson plans, sign-in sheets, student data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B1.S1.A1 A304094	Hire two additional paraprofessionals using Title I funds.	Smallridge, Gary	8/10/2016	PSNs for two additional paraprofessionals hired and schedules for paras implementing intervention groups	No End Date one-time
G1.B1.S1.A1 A304093	Advertise and hire an additional para to supervise a computer lab for Unit Recovery (Plato)	Smallridge, Gary	7/1/2016	Posting from the Marion County Employment Services Department and PSN from Ft. King Middle School hiring an additional para.	8/10/2016 one-time
G3.B1.S1.MA1 M309521	Hire two additional math teachers for CSR and/or Intensive Math Sections for 6th - 8th grades.	Smallridge, Gary	8/1/2016	Evidence will be the PSNs for the two newly hired math teachers for Ft. King Middle School. The school will have two additional math teachers above and beyond the district staffing plan.	8/10/2016 one-time
G3.B1.S1.A1 A304095	Advertise and interview for two additional math teachers.	Smallridge, Gary	7/1/2016	Postings from the Marion County Employment Services Office & PSNs hiring two additional teachers at Ft. King Middle School	8/10/2016 one-time
G1.MA1 M309517	The completion rate of Plato courses will be monitored monthly.	Livengood, Danielle	9/30/2016	Completion data for PLATO courses during the school year.	5/25/2017 monthly
G2.MA1 M309520	The PDS, Ms. Werhner, and Ms. Godwin, math coach, will monitor the progress of the students in the...	Werhner, Nicole	8/10/2016	FSA data at the end of the year & FCA data, RWA data & all district data available.	5/25/2017 one-time
G3.MA1 M309522	Throughout the school year, learning check data will be collected for all three grade levels for...	Godwin, April	8/10/2016	Sign in sheets for monthly math department meetings. Copies of learning check data by teacher. Copies of item analysis reports by standard. Increasing scores on learning checks compared to last school year.	5/25/2017 monthly
G4.MA1 M309525	District Assessment data (Aims Web, Learning Checks, Report Cards, RWAs and DBQ's) will be compared...	Smallridge, Gary	8/10/2016	Analysis Reports of assessment data comparisons	5/25/2017 every-6-weeks
G1.B1.S1.MA1 M309515	The high school readiness rate for 8th grade will be at least 93% at the end of the 2016-2017...	Livengood, Danielle	8/10/2016	The number of students in 8th grade needing summer school (plato) for unit recovery will be at or less than 24 students.	5/25/2017 one-time
G1.B1.S1.MA1 M309516	The completion rate of PLATO courses will be monitored monthly to see if students are recovering...	Livengood, Danielle	8/10/2016	Completion data for students completing PLATO courses during the school year. Reduction of the number of students needing summer school at the end of the 2016-2017 school year.	5/25/2017 monthly
G2.B1.S1.MA1 M309518	The PDS, Ms. Werhner, and Ms. Godwin, math coach, will monitor the progress of the students in the...	Werhner, Nicole	8/16/2016	Minutes from leadership meetings, grades from intensive reading and math classes. FSA data at the end of the year & FCA data, RWA data & all district data available.	5/25/2017 one-time
G2.B1.S1.MA1 M309519	The leadership team will review the schedules of the paraprofessionals monthly to make sure they...	Woods, Shawn	8/10/2016	Paraprofessional schedules, student data & grades from intensive math and reading classes.	5/25/2017 one-time
G4.B1.S1.MA1 M309523	Documentation of evidence of lesson planning from each department, utilizing training from each...	Smallridge, Gary	8/10/2016	lesson plans, sigh-in sheets, student data	5/25/2017 biweekly
G4.B1.S1.MA1 M309524	Each Department PD will be led by a Ft. King Administrator, overseen by the principal. Each PD...	Smallridge, Gary	8/10/2016	Sign-in sheets for monthly PD. Copies of lessons by teachers from each department.	5/25/2017 weekly
G4.B1.S1.A1 A304096	Teachers will receive monthly training on planning effective standards-based units and lessons.	Smallridge, Gary	8/10/2016	Department sign-in sheets, teacher lesson plans, copy of PD materials, student data	5/25/2017 weekly

V. Professional Development Opportunities

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

G4. If the school administration implements yearlong professional development in “Planning Standards-Based Effective Units and Lessons” in each department (ELA, Math, Social Studies, Science), then the percentage of proficient students and learning gains will increase within each department.

G4.B1 Lack of training for teachers in planning effective lessons

G4.B1.S1 If the school administration implements yearlong professional development in “Planning Standards-Based Effective Units and Lessons” in each department (ELA, Math, Social Studies, Science), then the percentage of proficient students and learning gains will increase within each department.

PD Opportunity 1

Teachers will receive monthly training on planning effective standards-based units and lessons.

Facilitator

Administrative Team

Participants

All teachers

Schedule

Weekly, from 8/10/2016 to 5/25/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Advertise and hire an additional para to supervise a computer lab for Unit Recovery (Plato)					\$24,776.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
	5100	100-Salaries	0221 - Ft. King Middle School	Title I, Part A		\$24,776.00	
			Notes: Notes				
2	G2.B1.S1.A1	Hire two additional paraprofessionals using Title I funds.					\$53,933.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
	5100	150-Aides	0221 - Ft. King Middle School	Title I, Part A	45.0	\$45,083.00	
			Notes: Fringe and Salaries				
	5000	644-Computer Hardware Non-Capitalized	0221 - Ft. King Middle School	Title I, Part A		\$8,850.00	
			Notes: Notes				
3	G3.B1.S1.A1	Advertise and interview for two additional math teachers.					\$102,426.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17	
	5100	120-Classroom Teachers	0221 - Ft. King Middle School	Title I, Part A	102.0	\$102,426.00	
			Notes: Two additional math teachers were hired to add 6th, 7th & 8th grade intensive math classes to the Ft. King Master Schedule or to help reduce class sizes in all math classes.				
4	G4.B1.S1.A1	Teachers will receive monthly training on planning effective standards-based units and lessons.					\$0.00
Total:						\$181,135.00	