

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)

Middle School  
6-8

**2015-16 Title I School**

Yes

**2015-16 Economically  
Disadvantaged (FRL) Rate**  
(as reported on Survey 3)

77%

**Primary Service Type**  
(per MSID File)

K-12 General Education

**Charter School**

No

**2018-19 Minority Rate**  
(Reported as Non-white  
on Survey 2)

47%

### School Grades History

**Year**  
**Grade**

**2015-16**  
D

**2014-15**  
C\*

**2013-14**  
C

**2012-13**  
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>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in 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 - <a href="#">Cassandra Brusca</a> | 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       |
|-------------------------|--|---------------------|-------------------------------|--|-------------------------|
| <b>2017</b>             |  |                     |                               |  |                         |
| G2.B1.S1.A1<br>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<br>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<br>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<br>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<br>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<br>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<br>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<br>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<br>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<br>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<br>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<br>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<br>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<br>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<br>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 |              |