

Kissimmee Middle School



2017-18 Schoolwide Improvement Plan

Kissimmee Middle School

2410 DYER BLVD, Kissimmee, FL 34741

www.osceolaschools.net

School Demographics

School Type and Grades Served
(per MSID File)

Middle School
6-8

2016-17 Title I School

Yes

2016-17 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

100%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

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

90%

School Grades History

Year
Grade

2016-17
C

2015-16
C

2014-15
C*

2013-14
C

**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 Osceola 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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	7
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	33
Professional Development Opportunities	33
Technical Assistance Items	36
Appendix 3: Budget to Support Goals	36

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Kissimmee Middle School

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Inspiring all students to reach their highest potential as responsible, productive citizens

b. Provide the school's vision statement.

All Students will achieve at high levels.

2. School Environment

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

KMS welcomes students from many different backgrounds, gives students multiple opportunities to learn about other cultures as well as to share their culture with others. Our faculty is diverse as well and strives to make students feel valued. Events such as Hispanic Heritage Celebration and our KMS Cares collection for Puerto Rico bring the staff and students together in a way that shows an understanding of the common values that we all hold. Our intervention time includes lessons about the different cultures at our school while also strengthening our own school culture.

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

KMS is committed to PBIS. All our actions are tied back to our three pillars of success which are Academics, Responsibility, and Self Control. By setting expectations which are tied to these pillars, in every area of school life, our students and teachers share a common language which creates a climate of understanding and mutual respect. Since students know what is expected of them and their peers, they feel respected and safe. We ensure that all students feel respected by making sure that appropriate behavior is reinforced and that expectations are retaught when they are not met.

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.

PBS is our behavioral system at KMS. We have very clear expectations for student behavior and a way to reinforce positive behavior. Jaguars Achieve Greatness Using Academics, Responsibility, and Self Control is known by all teachers and staff. When a student does not meet our expectations then we reteach, but when they are meeting our expectations then they are rewarded. Our deans also have a menu of infractions which helps make sure that all discipline is consistent and fair.

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.

Our school employees three full time counselors, a part time school psychologist, and a part time social worker. Students have excellent access to these professionals and we refer students for their services based on their needs as they are assessed through MTSS.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

In addition to the EWS listed here KMS also uses number of referrals ending in suspension, courses failed in a year, number of absences in the first 20 days, and number of tardy to school.

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	14	36	26	0	0	0	0	76	
One or more suspensions	0	0	0	0	0	0	85	101	56	0	0	0	0	242	
Course failure in ELA or Math	0	0	0	0	0	0	26	10	26	0	0	0	0	62	
Level 1 on statewide assessment	0	0	0	0	0	0	106	128	136	0	0	0	0	370	

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	0	0	0	0	0	0	0	0	

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

"Why Try" program, which is a curriculum used by our school counselors for students in Tier 2 for behavior. It focuses on personal responsibility and teaches skills for decision in stressful situation. Tutoring is available for students who are failing courses. The tutoring is made available before and after school in core courses. Early Truancy Intervention is designed to catch students who have missed over 10% of school days. Meetings with parents and attendance contracts are used. The courts can be involved at the highest level of intervention. Operation Jag is a Tier 2 behavior intervention which matches up students with an adult on campus. The student checks in and out each day with the mentor, and behavior goals are measured daily.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Increase participation of parents in family activities and School Advisory Council.
Increase parents' participation in students' education.
Provide parents with resources to help their children at home.
Inform parents about academic standards their children are assessed in.

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.

The school has a person designated to build partnerships with businesses outside of the school. We have several very involved partners who donate time and resources to the school. Partners include the City of Kissimmee, Chick-Fil-A, Huntington Learning Center, Kohls, Orlando Science Center, local Realtors and more. In addition, we have an agreement with the city of Kissimmee which allows for them to use our facility and in return, they help sponsor many of our initiatives. This year we are partnering with ALCO to host adult English classes on our campus two nights per week. Six different classes of non-English speaking adults are engaged in language acquisition classes. Many of the student are also our parents. This gives parents who might otherwise not feel comfortable enough to come to school, a good reason to come and build a relationship with our teachers.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Weeden, Gary	Principal
Rolando, Eugenia	Assistant Principal
Bertram, Mackenzie	Assistant Principal
Mabra, Jane	Instructional Coach
	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.

Principal Gary Weeden is responsible for dis-aggregating data, identifying needs and strategies that address these needs, allocating resources efficiently, informing parents, and taking into account their input in the preparation of the SIP. He is also responsible for providing teachers with professional development that improves Tier 1 instruction and interventions, and monitoring implementation.

Assistant Principals, Eugenia Rolando and Mackenzie Bertram, are responsible for helping the principal in drafting the SIP and facilitating the communication between the principal and Spanish speaking parents. She is also responsible for monitoring instruction in Tier 1, actively participating in data analysis and the identification of students that need Tier 2 interventions.

Jane Mabra, MTSS Coach, is responsible for leading weekly meetings to discuss specific student and school-wide performance effectiveness. These student-centered meetings utilize academic and behavioral data to determine both area's levels of success and need. The core team are divided into subgroups based on areas of expertise. The subgroups meet on a three week rotation, namely reading, math, and behavior, to clarify behavior/academic concerns, and frame problem-solving

strategies matched with appropriate interventions.

School counselors, deans, social worker, school psychologist will focus on struggling students in need of behavior interventions and attendance issues.

Instructional coaches, and school counselors will focus on students struggling with academic interventions.

The entire MTSS team will address students in need of both social and academic interventions as well as work with ESE, and ESOL students that need specialized interventions.

The Intervention Assistance Team is comprised of the Principal, Assistant Principals, School Psychologist, 3 school Guidance Counselors, Literacy Coach, Math Coach, Positive Behavior Support (PBS) Designee, ELL Compliance Specialist, Deans, Social Worker, and ESE RCS coordinator.

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.

Every student receives MTSS services through Tier 1. The MTSS leadership team, consisting of the Principal, Assistant Principals, School Counselors, Deans, School Psychologist, Speech and Language Therapist, Literacy Coach, Math Coach, and MTSS Coach meet to dis-aggregate data and identify students who need services in Tier 2 and Tier 3.

Reading: All students who received a level 1 in FSA reading are enrolled in an intensive reading class. Additionally, all students receive instruction in reading in heterogeneous group in a Research class. During intensive reading classes students in the lowest quartile receives small group instruction.

Math: Students who are not taking intensive reading and are not proficient in math are enrolled in an intensive math class. Students are eligible to exit the class once they have reached adequate progress. On the other hand, students who are not proficient in math and not enrolled in an intensive math class will receive small group intervention once a week on essential tested standards.

Behavior: The team will identify students with challenging behaviors and use appropriate PBIS strategies to modify these behaviors, including assigning Mentors (Partners in Paws), and keeping Behavior Contracts. Additionally, students who are recommend for Tier 2 intervention will enroll in Operation Jag (Check-in, Check-out). If student continues to exhibit behavioral concerns, he/she will receive additional intervention through programs such as Why Try and Second Step.

Given the overwhelming number of students scoring below grade level. Our focus is to strengthen the instruction and interventions available through Tier 1. The MTSS Problem Solving team will work with grade level and academic PLC's to continually monitor interventions and form new interventions as needed.

Communication between these grade level and content level teams occurs through academic coaches, grade level chairs, deans and school counselors, collectively monitored by the MTSS coordinator. In addition, PLC meetings, school-wide faculty meetings, grade level meetings, instructional team meetings, department meetings, and Staff Development days will strengthen school-wide core instruction.

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
ROBERT BUSSIERE	Parent
Gary Weeden	Principal
Nilda Correa	Teacher
Yolanda Arreaga	Parent
Olaga Avila-Cesar	Parent
Cantrell Balbickram	Parent
Mia Balbickram	Student
Ivelisse Caraballo	Parent
Leila Caso	Parent
Yahaira Diaz	Teacher
Lydia Escobar	Teacher
Natisha Gardner	Parent
Luz Galon	Parent
Marlon Gonzalez	Teacher
Karen Johnson	Teacher
Marta Martinez	Teacher
Yousuemy Monascal	Parent
Ricardo Nava	Parent
Dianna Otero	Parent
Arelis Parra	Parent
Fabiola Pastorelli	Parent
Mayra Perez	Parent
Cesar Quinones	Parent
Umay Raperez	Parent
Rolda Aimee	Parent
Luis Roman	Parent
Jordan Schultz	Teacher
Alvey Shrader	Teacher
Nilda Sotomayer	Teacher
Linda Valladares	Parent
Amy-Lynn Vanacore	Teacher
	Student

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

We have shared our data from previous year and discussed what went well and what did not go well with our plan. We explained that a greater school wide focus on literacy was needed.

b. Development of this school improvement plan

Given that the percentage of students who are proficient in reading and/or math is still low, we decided to keep our standards-based instruction goal from last year, and to add the collaboration and supportive piece in another goal to promote teacher collaboration and strengthen our belief that at Kissimmee Middle School, every kid is my kid. We also chose to include a goal connected to school wide literacy. This goal will cause us to focus deliberately on literacy in all content area classes by introducing a new critical reading protocol to be used at least monthly in all content area classrooms.

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

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

So far funds have been allocated for the establishment of a Student Council. Numerous requests were brought before SAC last year. Class materials and PBS rewards were the most requested funds.

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
Duggar, Debi	Instructional Coach
Weeden, Gary	Principal
Bertram, Mackenzie	Assistant Principal
Rolando, Eugenia	Assistant Principal

b. Duties

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

The LLT develops school-wide reading initiatives that promote disciplinary literacy and a school culture of student readers as leaders, included but not limited to school-wide Battle of the Books, Family Literacy Night, Book Clubs, participation in Read Across America Day, AVID Critical Reading Protocol for all content area classes.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The school is very involved in the PLC process. Teachers have common planning time with other teachers who teach the same grade and subject area. They are encourage to share data and problem solve on a daily basis. Norms and SMART goals are established for each of these groups.

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

When recruiting, the Principal and both Assistant Principals ask highly-qualified, effective teachers in the faculty to be part of the interviewing process. The Principal and Assistant Principal arrive at a decision together.

The questions asked during the interviews are tied to the 10 design questions addressing goals and routines, instructional practices, and strategies enacted on the spot, with an emphasis on identifying candidates' ability to work with our students' academic needs and behaviors, strong knowledge of content area, and belief that all students can learn.

To retain highly qualified teachers, the Principal and both Assistant Principals provide teachers with leadership opportunities in various committees, are receptive of teachers' feedback, and promote Professional Development and a positive culture.

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

We have a staff member dedicated to our Teacher Mentoring Program for New Family Members. New faculty members were assigned a mentor who is highly qualified and highly effective, teaches the same subject and when possible the same grade level, and whose room is close in proximity.

Depending on new teachers' status, the new teacher liaison will meet with the new teachers every other week (or more often if needed) to go over school procedures, grading, planning, instructional strategies, evaluation, portfolio, requirements, and other support teachers may need by following the District handbook.

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.

Teachers follow pacing guides from the district office that follow the standards for that course. The standard being addressed is each lesson plan and teachers are writing common assessments with scales which are aligned to the standard. Once a scale is established then teachers use a lesson plan template tied to the Marzano Instructional Framework which guides teachers through the unit of study.

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.

Teachers in each PLC are using common assessments to test essential standards. After each common assessment, students who are not proficient in the standard are retaught and reassessed. If mastery has still not been demonstrated then the student is moved into the MTSS process. This involves teachers splitting kids into groups who have mastered the content and those who have yet to master it. The student who have mastered it are sent a selected teacher for enrichment. The students who have not yet mastered the content are assigned to a teacher for remediation of the content. If it is determined that students are not able to access the content due to reading or math deficiency then the student is assigned to an Intensive Math or Reading course.

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: Before School Program

Minutes added to school year: 10,200

JumpStart: Students in need of tutoring or homework help in core academic subjects are welcome to attend this program daily, before school, 7:30 am to 8:30 am.

Strategy Rationale

Students who would otherwise be waiting on the street for school to begin are given extra opportunities for learning growth.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Weeden, Gary, gary.weeden@osceolaschools.net

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

Data is collected by student attendance and grades in core academic subjects. Effectiveness of the program will be determined by analyzing grades of students who attend the program at least 80% of the time (4 or 5 days a week).

Strategy: Extended School Day

Minutes added to school year: 150

ELO: Remediation/tutoring provided to students in the Lower Quartile in Math and Reading, in small group instruction, teacher-student rate 1:10, using standards-based materials. Tutoring takes place 2 times after school.

Strategy Rationale

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Weeden, Gary, gary.weeden@osceolaschools.net

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

Monthly STAR reports.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Counselors visit all feeder schools in the spring to tell students about the school. Vertical articulation is done at the district level to insure that standards are built upon from school to school.

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.

KMS promotes academic and career planning through the Guidance Counselors. Students are asked to complete a survey with their preference in elective classes. Students pursuing a career in music are placed in basic or advanced courses. Eighth grade students take the Personal Development and Career preparation to become aware of the different fields they may want to pursue a career in. They also receive personalized orientation regarding what high school to attend and what courses to take based on their career interests.

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

KMS offers various elective classes that help students develop skills they need for their current classes, high school classes, college, and future careers.

Computer Application Business and Web Design: This course is designed to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management, and the Administration career cluster. The content includes but is not limited to instruction in advanced keyboarding, advanced word processing, advanced hardware, advanced Internet, intermediate spreadsheet, introductory digital

design, and soft skills for business applications.

Business Keyboarding: In this course, students learn how to type correctly on a computer, the correct vocabulary for computer hardware and technology, Microsoft Word, Excel, and Power Point, and how to research topics using the internet. The above skills can be used in all subject areas. For example, a science project asks students to conduct research, type reports about the project, and print graphics for the project. In order to complete those tasks a student would need to know to use a computer. In World History students may have a report assigned to them that the teacher requests it to be typed. The students should know how to set the report up in MLA style. Many of the core subjects request the students to complete a Power Point presentation during the year. Students who take this class will learn how to use Power Point.

Computing for College and Career: This course has direct relevance to all subjects that 8th grade students are taking. Microsoft Word, Excel, and Power Point so that they are capable of correctly completing all projects, reports, papers using the computer. Students learn soft business skills that are needed for their future careers and other core subjects such as filing, correct word choice, prioritizing specific work, etc. The course includes a career unit which involves creating a resume developing interview skills, which enhance students' public speaking skills. Public speaking is a skill needed to present assignments for all classes.

Project Lead the Way: Middle school is the perfect time for students to explore and learn that there is more than one way to reach a solution. PLTW Gateway provides engineering and biomedical science curriculum for middle school students that challenges, inspires, and offers schools variety and flexibility. Students get rigorous and relevant experiences through activity-, project-, and problem-based learning. They use industry-leading technology to solve problems while gaining skills in communication, collaboration, critical-thinking, and creativity.

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

The AVID strategies for college readiness (WICOR) will be employed throughout campus. Students will receive instruction in the Cornell note-taking system, critical reading skills such as annotating and summarizing texts, and reflective writing. Along with these academic "hard" skills, students will also practice organizational strategies through the implementation of one school-wide binder to house all subjects and agenda/planner use to improve time management. To improve the level of critical thinking and inquiry, students will participate in philosophical chairs and Socratic seminars.

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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we attend to the social, emotional, physical, and academic well-being of all, then the students will be motivated to persevere and achieve grade-level proficiency.
- G2.** If collaborative teams commit to making core instructional shifts in their content area, then student proficiency and learning gains will increase.

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 attend to the social, emotional, physical, and academic well-being of all, then the students will be motivated to persevere and achieve grade-level proficiency. 1a

G095426

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	45.0
FSA Mathematics Achievement	50.0
FSA ELA Achievement - ELL	25.0
FSA Math Achievement - ELL	25.0
FSA ELA Achievement - SWD	25.0
FSA Math Achievement - SWD	25.0

Targeted Barriers to Achieving the Goal 3

- Level of ELL expertise on staff doesn't mirror needs of our student population
- Students are not engaged in rigorous and engaging tasks which cause them to collaborate and problem solve at high complexity

Resources Available to Help Reduce or Eliminate the Barriers 2

- EES, ELL strategies, district office experts, staff on campus, professional literature
- Math 180 and iReady intensive math classes, instructional shifts in math
- Supporting New Teachers book, Literacy coach, Core Connections, Kocher (Tech Support), 6th grade ELA, PLC expertise among admin team, district literacy coach, CUPs, aligned curriculum, one to one technology
- District support and training
- PBIS Team, mental health counseling

Plan to Monitor Progress Toward G1. 8

ELL iReady baseline data

Person Responsible

Mackenzie Bertram

Schedule

On 9/8/2017

Evidence of Completion

iReady reports

Plan to Monitor Progress Toward G1. 8

ELL iReady mid-year data

Person Responsible

Mackenzie Bertram

Schedule

On 12/22/2017

Evidence of Completion

iReady reports

Plan to Monitor Progress Toward G1. 8

All school math and reading iReady mid-year data

Person Responsible

Mackenzie Bertram

Schedule

On 12/22/2017

Evidence of Completion

iReady reports

G2. If collaborative teams commit to making core instructional shifts in their content area, then student proficiency and learning gains will increase. 1a

G095427

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	40.0
ELA/Reading Gains	60.0
FSA Mathematics Achievement	45.0
Math Gains	65.0
Civics EOC Pass	80.0
Algebra I EOC Pass Rate	100.0
Statewide Science Assessment Level 3	45.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Need for Teacher expertise and experience

Resources Available to Help Reduce or Eliminate the Barriers 2

- Coaches
- Teacher Leaders/ Mentors
- books, research, training materials

Plan to Monitor Progress Toward G2. 8

iReady Progress monitoring for Math and Reading

Person Responsible

Gary Weeden

Schedule

On 12/22/2017

Evidence of Completion

Look for increase in student achievement in Math and Reading

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

 = Problem Solving Step  S123456 = Quick Key

G1. If we attend to the social, emotional, physical, and academic well-being of all, then the students will be motivated to persevere and achieve grade-level proficiency. 1

G095426

G1.B1 Level of ELL expertise on staff doesn't mirror needs of our student population 2

B256916

G1.B1.S1 Ongoing professional development in ELL strategies 4

S271802

Strategy Rationale

Research has proven that teachers who receive professional development in ELL strategies will more empowered to meet the needs of ELL students so their achievement will increase.

Action Step 1 5

Embedded PD for teachers on ELL strategies

Person Responsible

Gary Weeden

Schedule

Monthly, from 9/5/2017 to 5/24/2018

Evidence of Completion

Coaches log, agenda from PD

Action Step 2 5

Experts will model ELL strategies for teachers at Kissimmee Middle School

Person Responsible

Elaine Centeno

Schedule

On 5/30/2018

Evidence of Completion

Observations of modeling sessions

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

Agenda and sign in from monthly PD

Person Responsible

Gary Weeden

Schedule

Monthly, from 10/16/2017 to 5/24/2018

Evidence of Completion

Agenda from PD Session

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

Record each time district

Person Responsible

Gary Weeden

Schedule

Monthly, from 10/9/2017 to 5/24/2018

Evidence of Completion

Record of the modeling session

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

ELL scores on iReady Reading on Mid-year progress monitoring

Person Responsible

Mackenzie Bertram

Schedule

On 12/22/2017

Evidence of Completion

iReady reports

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

ELL scores on iReady Math on mid-year progress monitoring

Person Responsible

Mackenzie Bertram


Schedule

On 12/22/2017

Evidence of Completion

iReady repots

G1.B7 Students are not engaged in rigorous and engaging tasks which cause them to collaborate and problem solve at high complexity 2

 B256922

G1.B7.S1 Increase the use of AVID strategies across all content areas and grade levels 4

 S271804

Strategy Rationale

AVID strategies are proven to increase rigor and collaboration within classrooms

Action Step 1 5

AVID Summer Institute

Person Responsible

Eugenia Rolando

Schedule

On 7/14/2017

Evidence of Completion

AVID Site pLan

Action Step 2 5

AVID Site Team will model strategies in faculty meetings

Person Responsible

Gary Weeden

Schedule

Monthly, from 10/25/2017 to 5/23/2018

Evidence of Completion

Meeting and training agendas

Action Step 3 5

AVID coordinator will model strategies to PLC's

Person Responsible

Gary Weeden

Schedule

Biweekly, from 5/30/2018 to 5/30/2018

Evidence of Completion

Agenda from modeling sessions

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Agenda from faculty meetings where strategies are shared

Person Responsible

Gary Weeden

Schedule

Monthly, from 10/25/2017 to 5/23/2018

Evidence of Completion

Sign in sheets from the meetings

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Record of the modeling sessions in the PLC's

Person Responsible

Gary Weeden

Schedule

Biweekly, from 10/25/2017 to 5/23/2018

Evidence of Completion

Sign in sheet from teachers in attendance

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

iReady Mid-Year Math and Reading Data

Person Responsible

Mackenzie Bertram

Schedule

On 12/22/2017

Evidence of Completion

iReady Reports

G2. If collaborative teams commit to making core instructional shifts in their content area, then student proficiency and learning gains will increase. 1

 G095427

G2.B1 Need for Teacher expertise and experience 2

 B256924

G2.B1.S1 ON-going professional Development concentrated on instructional core shifts in Literacy and Math 4

 S271806

Strategy Rationale

When teachers become more proficient in the core shifts then lessons become more rigorous and align to literacy standards across all content areas.

Action Step 1 5

Learn Common Core Shifts For Literacy

Person Responsible

Gary Weeden

Schedule

On 9/5/2017

Evidence of Completion

Self Assessment and Pre-Conference

Action Step 2 5

Needs assessment-Data collection and feedback on instructional shifts.

Person Responsible

Gary Weeden

Schedule

Monthly, from 8/28/2017 to 5/26/2018

Evidence of Completion

Feedback using Achieve the Core feedback tool

Action Step 3 5

Embedded PD on Literacy Instruction using complex text

Person Responsible

Mackenzie Bertram

Schedule

Monthly, from 10/30/2017 to 5/21/2018

Evidence of Completion

Agendas from PD

Action Step 4 5

Standards Institute

Person Responsible

Gary Weeden

Schedule

On 6/29/2018

Evidence of Completion

Tracking Targets for a lesson

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

Classroom walkthroughs and lesson plans

Person Responsible

Gary Weeden

Schedule

Weekly, from 8/10/2016 to 5/30/2017

Evidence of Completion

Classroom walkthroughs and lesson plans

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

Classroom walkthroughs and student work

Person Responsible

Gary Weeden

Schedule

Weekly, from 8/3/2016 to 5/30/2017

Evidence of Completion

student work (marked text and 6-8 questions FSA aligned), grades in grade book

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.MA1 M389980	Classroom walkthroughs and student work	Weeden, Gary	8/3/2016	student work (marked text and 6-8 questions FSA aligned), grades in grade book	5/30/2017 weekly
G2.B1.S1.MA1 M389981	Classroom walkthroughs and lesson plans	Weeden, Gary	8/10/2016	Classroom walkthroughs and lesson plans	5/30/2017 weekly
G1.B7.S1.A1 A364456	AVID Summer Institute	Rolando, Eugenia	7/12/2017	AVID Site pLan	7/14/2017 one-time
G2.B1.S1.A1 A364463	Learn Common Core Shifts For Literacy	Weeden, Gary	8/10/2017	Self Assessment and Pre-Conference	9/5/2017 one-time
G1.MA1 M389977	ELL iReady baseline data	Bertram, Mackenzie	8/28/2017	iReady reports	9/8/2017 one-time
G1.MA2 M389978	ELL iReady mid-year data	Bertram, Mackenzie	12/11/2017	iReady reports	12/22/2017 one-time
G1.MA3 M389979	All school math and reading iReady mid-year data	Bertram, Mackenzie	12/11/2017	iReady reports	12/22/2017 one-time
G2.MA1 M389982	iReady Progress monitoring for Math and Reading	Weeden, Gary	12/4/2017	Look for increase in student achievement in Math and Reading	12/22/2017 one-time
G1.B1.S1.MA1 M389967	ELL scores on iReady Reading on Mid-year progress monitoring	Bertram, Mackenzie	12/11/2017	iReady reports	12/22/2017 one-time
G1.B1.S1.MA4 M389968	ELL scores on iReady Math on mid-year progress monitoring	Bertram, Mackenzie	12/11/2017	iReady repots	12/22/2017 one-time
G1.B7.S1.MA1 M389971	iReady Mid-Year Math and Reading Data	Bertram, Mackenzie	12/11/2017	iReady Reports	12/22/2017 one-time
G2.B1.S1.A3 A364465	Embedded PD on Literacy Instruction using complex text	Bertram, Mackenzie	10/30/2017	Agendas from PD	5/21/2018 monthly
G1.B7.S1.MA1 M389972	Agenda from faculty meetings where strategies are shared	Weeden, Gary	10/25/2017	Sign in sheets from the meetings	5/23/2018 monthly
G1.B7.S1.MA2 M389973	Record of the modeling sessions in the PLC's	Weeden, Gary	10/25/2017	Sign in sheet from teachers in attendance	5/23/2018 biweekly
G1.B7.S1.A2 A364457	AVID Site Team will model strategies in faculty meetings	Weeden, Gary	10/25/2017	Meeting and training agendas	5/23/2018 monthly
G1.B1.S1.MA1 M389969	Agenda and sign in from monthly PD	Weeden, Gary	10/16/2017	Agenda from PD Session	5/24/2018 monthly
G1.B1.S1.MA2 M389970	Record each time district	Weeden, Gary	10/9/2017	Record of the modeling session	5/24/2018 monthly
G1.B1.S1.A1 A364453	Embedded PD for teachers on ELL strategies	Weeden, Gary	9/5/2017	Coaches log, agenda from PD	5/24/2018 monthly
G2.B1.S1.A2 A364464	Needs assessment-Data collection and feedback on instructional shifts.	Weeden, Gary	8/28/2017	Feedback using Achieve the Core feedback tool	5/26/2018 monthly
G1.B1.S1.A2 A364454	Experts will model ELL strategies for teachers at Kissimmee Middle School	Centeno, Elaine	10/2/2017	Observations of modeling sessions	5/30/2018 one-time
G1.B7.S1.A3 A364458	AVID coordinator will model strategies to PLC's	Weeden, Gary	5/30/2018	Agenda from modeling sessions	5/30/2018 biweekly
G2.B1.S1.A4 A364466	Standards Institute	Weeden, Gary	6/25/2018	Tracking Targets for a lesson	6/29/2018 one-time

V. Professional Development Opportunities

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

G1. If we attend to the social, emotional, physical, and academic well-being of all, then the students will be motivated to persevere and achieve grade-level proficiency.

G1.B1 Level of ELL expertise on staff doesn't mirror needs of our student population

G1.B1.S1 Ongoing professional development in ELL strategies

PD Opportunity 1

Embedded PD for teachers on ELL strategies

Facilitator

Weeden, Roriquéz, Annabell

Participants

All teachers

Schedule

Monthly, from 9/5/2017 to 5/24/2018

PD Opportunity 2

Experts will model ELL strategies for teachers at Kissimmee Middle School

Facilitator

District Specialisits

Participants

All teachers

Schedule

On 5/30/2018

G1.B7 Students are not engaged in rigorous and engaging tasks which cause them to collaborate and problem solve at high complexity

G1.B7.S1 Increase the use of AVID strategies across all content areas and grade levels

PD Opportunity 1

AVID Summer Institute

Facilitator

AVID Certified Staff

Participants

AVID site team

Schedule

On 7/14/2017

PD Opportunity 2

AVID Site Team will model strategies in faculty meetings

Facilitator

Kelley Mulvihill

Participants

All teachers

Schedule

Monthly, from 10/25/2017 to 5/23/2018

PD Opportunity 3

AVID coordinator will model strategies to PLC's

Facilitator

Kelley Mulvihill

Participants

Members of core PLC's

Schedule

Biweekly, from 5/30/2018 to 5/30/2018

G2. If collaborative teams commit to making core instructional shifts in their content area, then student proficiency and learning gains will increase.

G2.B1 Need for Teacher expertise and experience

G2.B1.S1 ON-going professional Development concentrated on instructional core shifts in Literacy and Math

PD Opportunity 1

Learn Common Core Shifts For Literacy

Facilitator

Gary Weeden

Participants

all teachers

Schedule

On 9/5/2017

PD Opportunity 2

Embedded PD on Literacy Instruction using complex text

Facilitator

Annette Kalloo, Abbey Arnold, Mackenzie Bertram

Participants

Core Teachers

Schedule

Monthly, from 10/30/2017 to 5/21/2018

PD Opportunity 3

Standards Institute

Facilitator

Achieve the Core

Participants

Coaches and Admin

Schedule

On 6/29/2018

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	Embedded PD for teachers on ELL strategies	\$0.00
2	G1.B1.S1.A2	Experts will model ELL strategies for teachers at Kissimmee Middle School	\$0.00
3	G1.B7.S1.A1	AVID Summer Institute	\$0.00
4	G1.B7.S1.A2	AVID Site Team will model strategies in faculty meetings	\$0.00
5	G1.B7.S1.A3	AVID coordinator will model strategies to PLC's	\$0.00
6	G2.B1.S1.A1	Learn Common Core Shifts For Literacy	\$0.00
7	G2.B1.S1.A2	Needs assessment-Data collection and feedback on instructional shifts.	\$0.00
8	G2.B1.S1.A3	Embedded PD on Literacy Instruction using complex text	\$0.00
9	G2.B1.S1.A4	Standards Institute	\$0.00
Total:			\$0.00