

Fort King Middle School



2017-18 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

2016-17 Title I School

Yes

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

81%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

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

49%

School Grades History

Year
Grade

2016-17
C

2015-16
D

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 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 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>.

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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 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 Fort King Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- 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 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.

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 2015-2016, our average daily attendance was 95.8% the first semester. For the school year 2016-2017, 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	80	62	67	0	0	0	0	209
One or more suspensions	0	0	0	0	0	0	87	79	61	0	0	0	0	227
Course failure in ELA or Math	0	0	0	0	0	0	22	52	50	0	0	0	0	124
Level 1 on statewide assessment	0	0	0	0	0	0	104	90	116	0	0	0	0	310
	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	175	162	184	0	0	0	0	521

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, School-wide writing intervention

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?

Yes

1. PFEP 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/419027>.

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

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	Dean
Suranni, Joseph	Administrative Support

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 third 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
McMillian, Liana	Parent
Smallridge, Gary	Principal
Leahmon, Adeniki	Parent
Boots, Kim	Teacher
Laserna, Philip	Parent
Almodovar, Jenni	Parent
	Student
Streater-McAllister, Anna	Teacher
Harrell, Stephanie	Business/Community
Curtis, Debra	Teacher

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

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 supports moving the seven period day schedule to six periods. Moving to six periods will increase the amount of instructional time in each class by eight minutes, making each class period 53 minutes rather than 45. This increase will provide students with 40 additional minutes of instruction in each class. Also, Plato classes will be layered into Intensive Math and Intensive Reading classes, giving students a certified teacher the opportunity to reteach skills to students while trying to recover failed core classes.

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

The SAC committee will budget for two Intensive Math teachers (2) again this school year. SAC will also budget for the three additional paraprofessionals for math & reading interventions., The third paraprofessional will continue to be a Plato lab manager, but may spend a large part of the day

helping with interventions in either the math or reading intensive classrooms. This change is mostly due to the Plato recovery classes being layered into the Intensive classrooms.

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

The entire budget is being used to pay for two teachers and three paraprofessionals, as described earlier in this plan. Any money left over will be used for technology, materials/supplies or after-school tutoring.

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
Conrad, Deedra	School Counselor
Woods, Shawn	Assistant Principal
Livengood, Danielle	Assistant Principal
Shepler, Teresa	School Counselor
Suranni, Joseph	Teacher, K-12

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 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.

This year, Ft. King Middle School is moving to a six period schedule. Teachers are able to meet weekly in the mornings from 8:05 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 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 iReady 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 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.

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.

Within our Business classes, students can earn certification in IC3.

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 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 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

1 = Problem Solving Step  **S123456** = Quick Key

Strategic Goals Summary

- G1.** If we hire a paraprofessional for one hour per day to call parents for PLATO updates, then we could reduce the number of students needing summer school by 25%. 45 students needed to recover classes in order to move on to high school at the end of the 2016-2017 school year. The goal would be to reduce this number by 12 students or more at the end of the 2017-2018 school year.
- G2.** If we hire a Content Area Specialist in Literacy to coach teachers and to assist with Staff Development, Ft. King Middle School's percent of proficient ELA students will increase by 10% as measured by the FSA. If the CAS in Literacy also teaches an ELA and Reading section at Ft. King Middle School, teachers will have more buy-in with the CAS.
- G3.** If we continue to fund two additional math teachers with our Title I budget 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 Ft. King Middle School teachers had access to basic technology such as classroom projectors, document cameras, interactive whiteboards, chrome books and headphones, they could deliver more engaging lessons and activities, which would help increase our bottom 25% proficiency rate by 5% in both ELA and Math.

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 a paraprofessional for one hour per day to call parents for PLATO updates, then we could reduce the number of students needing summer school by 25%. 45 students needed to recover classes in order to move on to high school at the end of the 2016-2017 school year. The goal would be to reduce this number by 12 students or more at the end of the 2017-2018 school year. 1a

G096042

Targets Supported 1b

Indicator	Annual Target
High School Readiness	93.0

Targeted Barriers to Achieving the Goal 3

- Lack of paraprofessionals or support staff to call parents with unit recovery updates for effective parent communication.

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 8/10/2017 to 5/24/2018

Evidence of Completion

Completion data for PLATO courses during the school year.

G2. If we hire a Content Area Specialist in Literacy to coach teachers and to assist with Staff Development, Ft. King Middle School's percent of proficient ELA students will increase by 10% as measured by the FSA. If the CAS in Literacy also teaches an ELA and Reading section at Ft. King Middle School, teachers will have more buy-in with the CAS. 1a

G096043

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	53.0

Targeted Barriers to Achieving the Goal 3

- Lack of Content Area Specialist to help teachers with ELA, Reading & Writing strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I funds to hire a Content Area Specialist for .67 of a full time position and as a teacher in ELA and Reading .33 of a full time position.

Plan to Monitor Progress Toward G2. 8

The APC, Mrs. Livengood, and Mrs. Wolfanger, Literacy Coach, will monitor the progress of the students in the intensive reading and math classes and report back to the leadership team bi-monthly.

Person Responsible

Danielle Livengood

Schedule

Every 2 Months, from 8/10/2017 to 5/24/2018

Evidence of Completion

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

G3. If we continue to fund two additional math teachers with our Title I budget 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

G096044

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	58.0

Targeted Barriers to Achieving the Goal 3

- lack of teachers to teach intensive math from basic district funded units

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I Budget

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

Danielle Livengood

Schedule

Monthly, from 8/10/2017 to 5/24/2018

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 Ft. King Middle School teachers had access to basic technology such as classroom projectors, document cameras, interactive whiteboards, chrome books and headphones, they could deliver more engaging lessons and activities, which would help increase our bottom 25% proficiency rate by 5% in both ELA and Math. 1a

G096045

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	44.0

Targeted Barriers to Achieving the Goal 3

- Lack of new computer hardware and technology in a school built in 1963.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Title I Budget

Plan to Monitor Progress Toward G4. 8

I-Ready and Unify reports will be reviewed quarterly to see if progress is being made toward the goal targets.

Person Responsible

Danielle Livengood

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

I-Ready and Unify Reports

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 a paraprofessional for one hour per day to call parents for PLATO updates, then we could reduce the number of students needing summer school by 25%. 45 students needed to recover classes in order to move on to high school at the end of the 2016-2017 school year. The goal would be to reduce this number by 12 students or more at the end of the 2017-2018 school year. **1**

 **G096042**

G1.B1 Lack of paraprofessionals or support staff to call parents with unit recovery updates for effective parent communication. **2**

 **B258564**

G1.B1.S1 Using Title I funds, we will hire a para for one hour per day to call parents of students in PLATO unit recovery classes to give updates twice a month or weekly, if needed. **4**

 **S273766**

Strategy Rationale

If students can complete PLATO courses during the school day, with the assistance of the lab manager and their families, 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. If parents receive updates twice per month, students will stay on track to finish their PLATO courses during the school year and not have the need for summer school.

Action Step 1 **5**

Hire a paraprofessional for one hour per day to call parents twice per month, giving them updates on their children's progress in their PLATO courses.

Person Responsible

Gary Smallridge

Schedule

On 5/24/2018

Evidence of Completion

Paraprofessional schedule, student schedules, PLATO data, phone log & PSN

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 8/10/2017 to 5/24/2018

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 2017-2018 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 2017-2018 school year.

Person Responsible

Danielle Livengood

Schedule

On 5/24/2018

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 a Content Area Specialist in Literacy to coach teachers and to assist with Staff Development, Ft. King Middle School's percent of proficient ELA students will increase by 10% as measured by the FSA. If the CAS in Literacy also teaches an ELA and Reading section at Ft. King Middle School, teachers will have more buy-in with the CAS. **1**

 G096043

G2.B1 Lack of Content Area Specialist to help teachers with ELA, Reading & Writing strategies. **2**

 B258565

G2.B1.S1 Provide teachers and students with additional support in ELA, Reading & Writing. **4**

 S273767

Strategy Rationale

A CAS for Literacy will provide effective strategies for teachers to increase proficiency in ELA, Reading & Writing. A CAS will also provide effective literacy strategies for all content area teachers, promoting writing across the curriculum. A CAS that also teaches ELA & Reading on campus will have more buy-in by teachers and have direct knowledge of the curriculum maps.

Action Step 1 **5**

Hire a CAS in Literacy that will also teach an ELA and Reading section at Ft. King Middle School.

Person Responsible

Gary Smallridge

Schedule

On 8/10/2017

Evidence of Completion

PSN for CAS in Literacy, Master Schedule reflecting an ELA & Reading section assigned to CAS in Literacy.

Action Step 2 **5**

Our CAS, Holly Wolfanger, will train our teachers, by department, in "Visual Thinking".

Person Responsible

Holly Wolfanger

Schedule

Quarterly, from 8/30/2017 to 5/24/2018

Evidence of Completion

MIP rosters scheduled trainings. Power Point Presentations and PD Documents

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

The principal or AP will review the schedule of the CAS monthly to make sure she is supporting the teachers and working with students. The administrative team will also attend PD led by the CAS to monitor effectiveness and alignment with the goals of the CIM.

Person Responsible

Shawn Woods

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

CAS schedules, PD roster and administrative walk through data in TNL.

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

The APC, Mrs. Livengood, and Mrs. Wolfanger, Literacy coach, will monitor the progress of the students in the intensive reading and math classes and report back to the leadership team bi-monthly.

Person Responsible

Danielle Livengood


Schedule

Every 2 Months, from 8/10/2017 to 8/24/2018

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 continue to fund two additional math teachers with our Title I budget 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**

 G096044

G3.B1 lack of teachers to teach intensive math from basic district funded units **2**

 B258566

G3.B1.S1 Provide additional support to level 1 and 2 math students **4**

 S273768

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**

Maintain two additional math teachers in the master schedule for 2017-2018

Person Responsible

Gary Smallridge

Schedule

On 5/24/2018

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**

Walk-throughs will be conducted by the TNL calendar by administration to observe the support provided by the CSR/Intensive math teachers.

Person Responsible

Gary Smallridge

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Walk-throughs completed in TNL by APs and Principal

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Walk-throughs will be conducted by APs and Principal to observe the additional math teachers supporting students.

Person Responsible

Gary Smallridge

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Completed walk-through data and feedback recorded in TNL

G4. If Ft. King Middle School teachers had access to basic technology such as classroom projectors, document cameras, interactive whiteboards, chrome books and headphones, they could deliver more engaging lessons and activities, which would help increase our bottom 25% proficiency rate by 5% in both ELA and Math. 1

 G096045

G4.B1 Lack of new computer hardware and technology in a school built in 1963. 2

 B258567

G4.B1.S1 Increase technology access for teachers and students in order to increase student achievement. 4

 S273769

Strategy Rationale

If teachers have access to technology, they can deliver more engaging activities and lessons, which will help bring up our proficiency rates in all departments. Students are required to perform on high stakes tests by using technology; Ft. King Middle School needs to catch up with neighboring middle schools to compete for academically motivated students.

Action Step 1 5

Purchase additional headphones, classroom projectors, document cameras, interactive whiteboards and chrome books.

Person Responsible

Gary Smallridge

Schedule

Semiannually, from 8/7/2017 to 5/24/2018

Evidence of Completion

Title I Purchase orders, Installation schedule, I-Ready AP1, AP2 & AP3 reports in Math & ELA

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

Place orders through Title I and keep PO documentation. Installation schedule. I-Ready data for Math & ELA AP1-3

Person Responsible

Gary Smallridge

Schedule

On 8/10/2017

Evidence of Completion

PO's, Inventory, technology present in classrooms, I-Ready reports for Math & ELA for AP1-3 (look for increases compared to district)

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

Monitor I-ready data, quarterly assessment data and FSA, EOC & FCAT end of year results

Person Responsible

Danielle Livengood

Schedule

Quarterly, from 8/10/2017 to 5/24/2018


Evidence of Completion

data reports from I-ready and Unify

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.A1 A367571	Hire a CAS in Literacy that will also teach an ELA and Reading section at Ft. King Middle School.	Smallridge, Gary	5/19/2017	PSN for CAS in Literacy, Master Schedule reflecting an ELA & Reading section assigned to CAS in Literacy.	8/10/2017 one-time
G4.B1.S1.MA1 M394460	Place orders through Title I and keep PO documentation. Installation schedule. I-Ready data for...	Smallridge, Gary	8/10/2017	PO's, Inventory, technology present in classrooms, I-Ready reports for Math & ELA for AP1-3 (look for increases compared to district)	8/10/2017 one-time
G1.MA1 M394452	The completion rate of Plato courses will be monitored monthly.	Livengood, Danielle	8/10/2017	Completion data for PLATO courses during the school year.	5/24/2018 monthly
G2.MA1 M394455	The APC, Mrs. Livengood, and Mrs. Wolfanger, Literacy Coach, will monitor the progress of the...	Livengood, Danielle	8/10/2017	FSA data at the end of the year & FCA data, RWA data & all district data available.	5/24/2018 every-2-months
G3.MA1 M394458	Throughout the school year, learning check data will be collected for all three grade levels for...	Livengood, Danielle	8/10/2017	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.	5/24/2018 monthly
G4.MA1 M394461	I-Ready and Unify reports will be reviewed quarterly to see if progress is being made toward the...	Livengood, Danielle	8/10/2017	I-Ready and Unify Reports	5/24/2018 quarterly
G1.B1.S1.MA1 M394450	The high school readiness rate for 8th grade will be at least 93% at the end of the 2017-2018...	Livengood, Danielle	5/24/2018	The number of students in 8th grade needing summer school (plato) for unit recovery will be at or less than 24 students.	5/24/2018 one-time
G1.B1.S1.MA1 M394451	The completion rate of PLATO courses will be monitored monthly to see if students are recovering...	Livengood, Danielle	8/10/2017	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 2017-2018 school year.	5/24/2018 monthly
G1.B1.S1.A1 A367570	Hire a paraprofessional for one hour per day to call parents twice per month, giving them updates...	Smallridge, Gary	8/10/2017	Paraprofessional schedule, student schedules, PLATO data, phone log & PSN	5/24/2018 one-time
G2.B1.S1.MA1 M394454	The principal or AP will review the schedule of the CAS monthly to make sure she is supporting the...	Woods, Shawn	8/10/2017	CAS schedules, PD roster and administrative walk through data in TNL.	5/24/2018 monthly
G2.B1.S1.A2 A367572	Our CAS, Holly Wolfanger, will train our teachers, by department, in "Visual Thinking".	Wolfanger, Holly	8/30/2017	MIP rosters scheduled trainings. Power Point Presentations and PD Documents	5/24/2018 quarterly
G3.B1.S1.MA1 M394456	Walk-throughs will be conducted by APs and Principal to observe the additional math teachers...	Smallridge, Gary	8/10/2017	Completed walk-through data and feedback recorded in TNL	5/24/2018 quarterly
G3.B1.S1.MA1 M394457	Walk-throughs will be conducted by the TNL calendar by administration to observe the support...	Smallridge, Gary	8/10/2017	Walk-throughs completed in TNL by APs and Principal	5/24/2018 quarterly
G3.B1.S1.A1 A367573	Maintain two additional math teachers in the master schedule for 2017-2018	Smallridge, Gary	8/10/2017	Postings from the Marion County Employment Services Office & PSNs hiring two additional teachers at Ft. King Middle School	5/24/2018 one-time
G4.B1.S1.MA1 M394459	Monitor I-ready data, quarterly assessment data and FSA, EOC & FCAT end of year results	Livengood, Danielle	8/10/2017	data reports from I-ready and Unify	5/24/2018 quarterly
G4.B1.S1.A1 A367574	Purchase additional headphones, classroom projectors, document cameras, interactive whiteboards and...	Smallridge, Gary	8/7/2017	Title I Purchase orders, Installation schedule, I-Ready AP1, AP2 & AP3 reports in Math & ELA	5/24/2018 semiannually

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA1  M394453	The APC, Mrs. Livengood, and Mrs. Wolfanger, Literacy coach, will monitor the progress of the...	Livengood, Danielle	8/10/2017	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.	8/24/2018 every-2-months

V. Professional Development Opportunities

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

G2. If we hire a Content Area Specialist in Literacy to coach teachers and to assist with Staff Development, Ft. King Middle School's percent of proficient ELA students will increase by 10% as measured by the FSA. If the CAS in Literacy also teaches an ELA and Reading section at Ft. King Middle School, teachers will have more buy-in with the CAS.

G2.B1 Lack of Content Area Specialist to help teachers with ELA, Reading & Writing strategies.

G2.B1.S1 Provide teachers and students with additional support in ELA, Reading & Writing.

PD Opportunity 1

Our CAS, Holly Wolfanger, will train our teachers, by department, in "Visual Thinking".

Facilitator

Holly Wolfanger

Participants

All teachers, by department.

Schedule

Quarterly, from 8/30/2017 to 5/24/2018

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	Hire a paraprofessional for one hour per day to call parents twice per month, giving them updates on their children's progress in their PLATO courses.				\$6,245.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	100-Salaries	0221 - Ft. King Middle School	Title I, Part A		\$6,245.00
			Notes: Notes			
2	G2.B1.S1.A1	Hire a CAS in Literacy that will also teach an ELA and Reading section at Ft. King Middle School.				\$59,938.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0221 - Ft. King Middle School	Title I, Part A	0.67	\$40,161.00
			Notes: Fringe and Salaries			
	5100	120-Classroom Teachers	0221 - Ft. King Middle School	Title I, Part A	0.33	\$19,777.00
			Notes: Notes			
3	G2.B1.S1.A2	Our CAS, Holly Wolfanger, will train our teachers, by department, in "Visual Thinking".				\$0.00
4	G3.B1.S1.A1	Maintain two additional math teachers in the master schedule for 2017-2018				\$107,051.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0221 - Ft. King Middle School	Title I, Part A	102.0	\$107,051.00
			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.			
5	G4.B1.S1.A1	Purchase additional headphones, classroom projectors, document cameras, interactive whiteboards and chrome books.				\$27,259.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	644-Computer Hardware Non-Capitalized	0221 - Ft. King Middle School	Title, I Part A	1.0	\$27,259.00
			Notes: Notes			
Total:						\$200,493.00