# Kathleen Middle School

**2017-18 Schoolwide Improvement Plan**

# Kathleen Middle School

3627 KATHLEEN PNES, Lakeland, FL 33810

http://schools.polk-fl.net/kathleenmiddle

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2016-17 Title I School** | **2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
|---|---|---|
| Middle School 6-8 | Yes | 100% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 52% |

## School Grades History

| Year | 2016-17 | 2015-16 | 2014-15 | 2013-14 |
|---|---|---|---|---|
| Grade | D | D | F* | D |

*Informational Baseline School Grade*

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

## School Board Approval

This plan is pending approval by the Polk 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

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 Kathleen Middle School

| DA Region and RED | DA Category and Turnaround Status |
|---|---|
| Southwest - | - N/A |

# I. Part I: Current School Status

## A. Supportive Environment

### 1. School Mission and Vision

#### a. Provide the school's mission statement.

The mission of Kathleen Middle School, a community of diverse learners, is to ensure rigorous and relevant learning experiences that result in high achievement for our students.

#### b. Provide the school's vision statement.

At Kathleen Middle School, we strive to provide a secure learning environment for all students to prepare them for the competitive world in which we live. Each student will be empowered to lead and influence the ever-changing, diverse, global economy as a creative and critical thinker.

### 2. School Environment

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

Students will be assigned to teams to build communities of learners. These communities will provide mentoring, academic supports, and incentives for all students to achieve. At-risk students will be assigned mentors, both from the faculty and the community, to support the student.

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

-Policies and procedures are in place to create a safe and orderly environment as students arrive, during the school day, and after school hours.
-Students are taught the policies and procedures.
-Students participate in an anti-bullying curriculum.
-CHAMPS is utilized schoolwide.
-Clubs and intramural sports are supported by staff, community, and students to foster the whole child.

#### 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.

-The school has established clear behavior expectations and communicated them to the teachers, students, and parents.
-Measures are taken to ensure minimal interruptions; for example, only buzzing classrooms if it is essential, no overhead announcements during instruction, and students are expected to remain in class unless there is an emergency.
-CHAMPS will be implemented schoolwide.

#### 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.

-Kathleen Middle School will be increasing their mentoring services for students.
-Implementation of PBIS.
-Implementation of intramural sports programs.
-Guidance counselors provide services as needed for students.

-EWS Director will coordinate services for at-risk students.
-MTSS.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.**

-Attendance below 90 percent, regardless of whether the absence is excused or the result of an out-of-school suspension.
-One or more suspensions, whether in school or out-of-school.
-Course failure in English Language Arts or Mathematics.
-A Level 1 score on the statewide, standardized assessments in English Language Arts or Mathematics.

**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 | 58 | 10 | 20 | 0 | 0 | 0 | 0 | 88 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 39 | 65 | 67 | 0 | 0 | 0 | 0 | 171 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 27 | 59 | 60 | 0 | 0 | 0 | 0 | 146 |

*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 | 63 | 39 | 45 | 0 | 0 | 0 | 0 | 147 |

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

-Interventionists working with targeted students identified as a level 1 on the FSA in ELA and Math.
-Students identified with the early warning indicators are offered Extended Learning Opportunities (all students are allowed to attend, but students in academic need are given priority and their parents are notified).
-Students are placed in Intensive Reading and Math courses.
-Behavior Interventionists will work with identified students to decrease negative learning behaviors and increase positive interactions with staff and peers.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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 available at the school site.

*2. Description*

To improve the participation of parental involvement, additional meeting times will be provided to accommodate parent work schedules in order to have better communication between school, parent and student.The purpose being to increase student achievement.

**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.**

-Faculty members have been reaching out to local business in the hopes of building partnerships.
-Donations from business partners are used in recognition of both students and teachers. Donations have been used in recognition of academic performance in the past. It is possible that we will use them for student achievement on the FSA, quarterly assessments, progress monitoring, attendance, academic improvement, formative, and summative assessments.
-CAT (Community Assessment Teams) have been created to work with the school to improve communication in the community and to provide support.
-Pre-Career Academy Advisory Boards are being created to support the CTE programs that have been established.

## 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 |
|---|---|
| Gregory, Sheila | Principal |
| Day, Bucky | Assistant Principal |
| Sealey, Rolonda | Attendance/Social Work |
| Lay, William | Dean |
| Scheloske, Amy | Assistant Principal |
| Hicks, Derek | Instructional Coach |
| Gadd, Lauren | Instructional Coach |
| Millican, Terry | Other |
| Oliver, Joshua | School Counselor |
| Lipham, Christine | 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.*

Administrators and Deans Sheila Gregory, Amy Scheloske, William Lay, and Bucky Day- Provide a common vision for the use of data-based decision making and problem solving, ensure implementation of intervention support and documentation, and communicate with parents regarding academic or behavior plans and activities.

Program Facilitator: Christine Lipham-Thomas– Facilitates Title I progress monitoring, documentation, and reports.

Reading Coach - Christine Lipham-Thomas- Participates in data analysis/interpretation and problem solving in the area of Literacy classes. She will also facilitate planning sessions with ELA teachers.

Math Coach- Derek Hicks-Participates in data analysis/interpretation and problem solving in the area of Mathematics. He will also facilitate all planning sessions with Math teachers.

Science Coach - Lauren Gadd - Participates in data analysis/interpretation and problem solving in the area of Science. She will also facilitate all planning with Science teachers.

Guidance Counselors: Daisy Martinez, Joshua Oliver - Provide counseling and knowledge of student records.

ESE Facilitator: Kim Hicks- Participates in ESE data analysis and provides a liaison between ESE students, parents, and staff.

United Way Grant Funded Social Worker- Rolonda Sealey-EWS data analysis of at-risk students and strategies to decrease indicators.

School Psychologist: Melissa Walton- Participates in data analysis/interpretation and problem solving.

Teachers: (All) Participate in data analysis/interpretation and problem solving, write academic referrals, and parent notification.

*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.*

The Academic Leadership Team and SAC give input toward the development as well as changes to the SIP as it is a living document--constantly changing. The two teams will also be responsible for monitoring the implementation of the SIP as new data is collected. The Academic Leadership Team meets weekly on Wednesdays. The SAC meets at least 4 times per year.

Title I, Part A
Title I, Part A, funds schoolwide services to Kathleen Middle School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. The program supports after-school and summer instructional programs, supplemental instructional materials, resources teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.

Title I, Part C- Migrant
Migrant students enrolled at Kathleen Middle School will be assisted by the school and by the District Migrant Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned by the schools with high percentages of migrant students, monitor the progress of these high-need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. Liaisons provide support for both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.

Title I, Part D
Title I, Part D, provides Transition Facilitators to assist students with transition of Juvenile Justice

(DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement of students.

Title II
Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provides technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Kathleen Middle School are used to purchase supplemental educational materials as needed.

Title III
Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.

Title X- Homeless
The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program are carried out in cooperation with the Migrant Education Program (MEP) funded through Title I Part C.

Supplemental Academic Instruction (SAI)
NA

Violence Prevention Programs
Kathleen Middle School provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying awareness, gang awareness, gun awareness, etc.

Nutrition Programs
This school is not a location for a summer feeding program in the community.

Housing Programs
Students with housing needs are referred to the Homeless Student Advocate.

Head Start
Head Start is not located on our campus.

Adult Education
Students are provided with information related to adult education options upon request.

Career and Technical Education
State funds provide a career exploration and education planning EPEP course in 7th grade social studies and in 8th grade through the guidance department.

## 2. School Advisory Council (SAC)

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

| Name | Stakeholder Group |
|------|-------------------|
| Sheila Gregory | Principal |
| Kimberly Yurdin | Parent |
| Rolanda Sealey | Education Support Employee |
| Lara Roman | Parent |
| Sarah Cruz | Parent |
| Joe Fisher | Business/Community |
| Avery Gorzka | Parent |
| Ramon Rosario | Parent |
| Brett Ramsey | Parent |
| Shanita Myers | Parent |
| Jillian Severinghouse | Parent |
| Kathleen Fautera | Parent |
| Crystal Jordan | Parent |
| Ericka Lugo | Parent |
| Indiana Myers | Parent |
| Jessica Duenas | Parent |
| Andrea Werner | Parent |
| Trevae Cime | Parent |
| Melany DeJesus | Parent |
| Lasheena Murray | Parent |
| Nicole Beck | Parent |
| Raquel McMillan | Parent |
| Roberta Grace | Parent |
| Joleen Noles | Parent |
| Marisol Rodriguez | Parent |
| Kandi Nase | Parent |
| Ekaina Moroski | Parent |
| Jeymarie Perez Ortiz | Parent |
| Larry McDermott | Parent |
| Elizabeth Noles | Parent |
| Erika Uuttu | Parent |
| Susan Staton | Parent |
| Latoya Callaway | Parent |
| Mariala Currizad | Parent |
| Jessica McCracken | Parent |
| Esther Harvey | Parent |
| Sarah Cardarelli | Parent |
| Sandra Higgins | Parent |

| Name | Stakeholder Group |
|---|---|
| Tracy Carson Alex | Parent |
| Sierra Whidden | Parent |
| Amanda Flores-Saldana | Parent |
| Jessica Jimenez | Parent |
| William Dustin | Parent |
| Thomas Smith | Parent |
| Joseph Carlson | Parent |
| Allyson Keim | Student |
| Gavin Keim | Student |
| Drake King | Parent |
| | 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, A§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

Last year's school improvement plan was distributed to members to read prior to the meeting. During the SAC meeting, members discussed the different sections, asked questions, and broke down the SIP and discussed and evaluated goals.

*b. Development of this school improvement plan*

The duties of the Kathleen Middle School Advisory Council (SAC) shall include: assisting with the preparation and evaluation of the School Improvement Plan, assisting with the preparation of the annual budget, and planning for and approving the expenditures of the state awarded Lottery Funds.

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

A needs assessment was conducted at end of last school year so that the budget could be created to support the needs.

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

### 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.*

The SAC committee has lost all of its community/parent members. This year we are working to increase membership including a variety of parents, students, and business partners.

## 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 |
|------|-------|
| Gregory, Sheila | Principal |
| Day, Bucky | Other |
| Sealey, Rolonda | Attendance/Social Work |
| Lay, William | Dean |
| Scheloske, Amy | Assistant Principal |
| Gadd, Lauren | Instructional Coach |
| Hicks, Derek | Instructional Coach |
| Oliver, Joshua | School Counselor |
| Lipham, Christine | Instructional Coach |

## b. Duties

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

Reading and Writing in the Content Area has been emphasized including training for content area teachers on implementation of best practices, critical reading strategies, and interactive notebooks. Highly effective learning strategies will be used to provide explicit reading and writing instruction in all subjects. We have purchased and are using research-supported products to help reach and challenge every learner. We have also hired effective teachers and support staff. Incentives are often offered for on-level student performance in regards to district and school testing. Strategies for reaching more levels of learners are modeled to teachers at PLC's and modeled to students in classrooms by instructional coaches and teachers.

## D. Public and Collaborative Teaching

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

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

-Teachers are provided common planning time to encourage collaborative planning. Departments will participate in structured daily PLC's where goals will be determined by data, strategically addressed, and the next steps agreed upon. PLC's will also provide a platform for team-building activities. Training will be provided on best practices for peer planning.
-Collaborative planning will be every Monday, during planning period, with an administrator and coach. Science and Math will use the 5E template and every other department will use the school-wide gradual release template.

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

-New teachers meet monthly with the administration.
-Partnering new teachers with mentor teachers who have passed the Clinical Supervision course.
-Teachers are offered professional development opportunities with follow-up support based upon their needs.
-Teachers are given support throughout the year from the instructional coaches as needed.

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

-New teachers meet monthly with administration.
-Partnering new teachers with mentor teachers. Mentors are determined based on content area and
teacher performance, as well as compatibility. Mentors have also passed the Clinical Supervision
course.
-Teachers participate in a new-teacher orientation.

## 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 are using District curriculum and materials, which have been aligned to the Florida
Standards. Teachers have also been given training on how to unpack the standards and ensure that
their lessons are aligned with the rigor set forth in the standards. Academic Coaches provide support
to the teachers to ensure that the depth of the standard is met. Reading teachers will be trained on
Achieve 3000 to ensure students are instructed at the depth of the standard.

#### 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.***

-Initial data is used to determine placement in classes. FSA and FAIR data was used to determine if a
student was placed in Intensive or Critical Reading classes. The curriculum and instruction in those
classes is geared to meet the specific needs of the learners. FSA was used to determine the
placement of students into the correct math course. Students in Intensive Math are given extra time
and intensive supplemental materials. Students in Advanced Math receive enrichment curriculum.
-Progress monitoring data, as well as formative and summative data, is used to determine student
performance and data also guides teachers with their instructional decisions.
-Through differentiation via Achieve 3000 training for our Reading teachers, students will be allowed
to access text on their lexile levels, and teachers will be well-versed in the program's ability to provide
valuable data regarding areas for remediation.

***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:** 500

Before school Extended Learning will be provided with acceleration, remediation, and enrichment activities.

### Strategy Rationale

If students are identified as struggling academically, then they need extra support from teachers to help them be more successful.

### Strategy Purpose(s)

- Core Academic Instruction

### Person(s) responsible for monitoring implementation of the strategy
Oliver, Joshua, joshua.oliver@polk-fl.net

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

Student names and data will be collected and compared to STAR Reading, FSA, and District provided progress monitoring data.

## 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, § 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.

-Incoming students
-The Middle School Guidance Counselors go to the elementary schools to meet with the 5th graders and aide them with schedules and questions regarding the transition to middle school.
- Students and parents are offered a weeknight "Meet and Greet" opportunity with a campus tour. They are invited to meet the administration, get school information, and take a tour. In past years, we have served a light meal following this event.

-Outgoing students
-The High School Guidance Counselors come to the middle school to meet with the 8th graders. They help them with schedules and answer questions regarding the transition to high 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 department. Significant times throughout the school year, students are provided with the opportunity to meet and discuss academic courses that have meaningful correlation with career interests.
-Through the Social Studies 8th grade course, students are provided career planning lessons facilitated by the Guidance Counselors.

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

-The implementation of the STEAM Academy in grades 6 and 7 to help students see relevance between their academics and future decisions.
-Pre-Academies have been established in the following areas: Ag, TV Production, Technology, Sports Medicine, Robotics. Through these pre-academies, Industry Certifications will be earned.
-The SPARK IC3 will be administered to the Technology classes.

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

CTE teachers are teamed with academic teams to promote cross-curricular pursuits. All students are assigned to a CTE class. Students are prepared for industry certification exams, which incorporate math and ELA skills.

***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.***

N/A

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 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.

Areas of strength at KMS identified in the data include Civics, Writing, Acceleration, Science and Reading (which improved) scores.
Behavior issues have decreased by 17% from 15-16 to 16-17 with the implementation of CHAMPS making a positive impact.

Areas of need at KMS identified in the data include 8th grade Math with a focus on further improving Reading, Writing, and Science. Learning gains in the bottom quartile in both Math and Reading are also major areas of concern.
With over 21 new teachers to the staff, numerous trainings were required, taking most of these new teachers off campus for a minimum of four to five days. Teacher attendance was also negatively impacted.

**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"Â? 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.

The underlying causes of weak scores in various areas at KMS are many. We are zoned for the less fiscally solvent. Reliable transportation to Family Nights and Community Events is an issue for many parents. Our feeder schools are also all D's and F's, except for one. In math, there was reliance on a computer program that robbed teachers of valuable instructional time. There was also a great influx of second-career and new teachers last school year--over half the Math Department and two-thirds of the ELA Department. For the Academic Coaches, it was their first or first full year in the position. Lack of growth in the ESE and ELL subgroups also negatively impacted our growth as all of the instructional staff if these two areas have less than 2 years experience.

**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.**     Teachers will collaboratively design and implement standards-based lessons aligned to the full intent of the Florida State Standards differentiated to engage all students through a positive, supportive, and productive learning environment.

## 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.** Teachers will collaboratively design and implement standards-based lessons aligned to the full intent of the Florida State Standards differentiated to engage all students through a positive, supportive, and productive learning environment. 1a

🔑 G098756

## Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| AMO Reading - All Students | |
| AMO Math - All Students | |
| FCAT 2.0 Science Proficiency | 38.0 |
| Middle School Participation in EOC and Industry Certifications | 80.0 |
| Attendance rate | 90.0 |
| Discipline incidents | 1135.0 |
| Teacher attendance rate | 95.0 |

## Targeted Barriers to Achieving the Goal 3

- Lack of understanding of what level of complexity the standards are and aligning this with student actively participating in their learning and work

- Not implementing CHAMPS with fidelity

- Not utilizing support personnel to their full potential

- Students lack of prior knowledge or unable to grasp new concepts

- Lack of Support

## Resources Available to Help Reduce or Eliminate the Barriers 2

- District Coaches

- School based Coaches

- Florida Standards Assessment website (FSAssessments.org)

- CPALMS

- Behavior, Math and Reading Interventionists

- ESE Resources

- CHAMPS

- STAR

- Interventionists

- Outreach Facilitator

**Plan to Monitor Progress Toward G1.** `8`

Monitor staff vacancies in RHS

> **Person Responsible**
> Sheila Gregory
>
> **Schedule**
> Monthly, from 10/1/2017 to 5/24/2018
>
> *Evidence of Completion*
> RHS System

**Plan to Monitor Progress Toward G1.** `8`

Journey data and weekly walk-through data will be collected and reviewed

> **Person Responsible**
> Sheila Gregory
>
> **Schedule**
> Weekly, from 8/1/2017 to 6/8/2018
>
> *Evidence of Completion*
> Walk-through data in Journey, Non-evaluative classroom visits, student engagement activities documented in lesson plans

## 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 =**            **S** = Strategy
                    Barrier

1 = Problem Solving Step     🔑 S123456 = Quick Key

**G1.** Teachers will collaboratively design and implement standards-based lessons aligned to the full intent of the Florida State Standards differentiated to engage all students through a positive, supportive, and productive learning environment. 1

🔑 G098756

**G1.B1** Lack of understanding of what level of complexity the standards are and aligning this with student actively participating in their learning and work 2

🔑 B265778

**G1.B1.S1** Weekly common planning meetings facilitated by administration and coaches. 4

🔑 S281686

**Strategy Rationale**

By meeting with support staff, more deliberate practices will be put into place to provide support and understanding of standards.

**Action Step 1** 5

Daily common planning sessions.

**Person Responsible**

Sheila Gregory

**Schedule**

Weekly, from 8/7/2017 to 5/25/2018

***Evidence of Completion***

lesson plans

**Action Step 2** 5

Daily monitoring of planned lessons to make sure the implementation is done with fidelity

**Person Responsible**

Sheila Gregory

**Schedule**

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

***Evidence of Completion***

SBLT minutes, walk through data, Journeys

## Action Step 3 `5`

Coaching cycles will be implemented as needed.

### Person Responsible

Amy Scheloske

### Schedule

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

### *Evidence of Completion*

SBLT, coaching logs

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

unpacking of standards will be completed weekly and used to develop lessons that encompass the full intent of the standards

### Person Responsible

Sheila Gregory

### Schedule

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

### *Evidence of Completion*

lesson plans, sign in sheets, unpacking sheets, student work samples

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

walk thrus will be conducted by admin to monitor fidelity and alignment of lesson plans to delivery of lessons

### Person Responsible

Sheila Gregory

### Schedule

Daily, from 8/10/2017 to 5/25/2018

### *Evidence of Completion*

Journeys data, lesson plans, Standard to Student Evidence logs

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

Weekly Data Meetings

### Person Responsible

Sheila Gregory

### Schedule

Weekly, from 8/14/2017 to 5/25/2018

### *Evidence of Completion*

Standard to Student Evidence Worksheets will be collected weekly with student work samples aligned to standard with the Costa's Taxonomy identified

**G1.B1.S2** PLC's to increase authentic engagement and accountablility using gradual release and 5E's.
4

S281687

### Strategy Rationale

If students are engaged and held accountable in lessons, then achievement will increase.

### Action Step 1  5

Weekly PLC's targeting, creating, and implementing rigorous standards based lessons.

**Person Responsible**

Sheila Gregory

**Schedule**

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

*Evidence of Completion*

sign in sheets, lesson plans, unpacking template, student work samples aligned to standard

### Action Step 2  5

Implementation of WICOR

**Person Responsible**

Christine Lipham

**Schedule**

Daily, from 8/3/2017 to 5/24/2018

*Evidence of Completion*

Lesson Plans, student samples

**Action Step 3** `5`

School wide implementation of Costas levels of questioning

> **Person Responsible**
>
> Christine Lipham
>
> **Schedule**
>
> Daily, from 8/3/2017 to 5/24/2018
>
> ***Evidence of Completion***
>
> Lesson Plans, student samples

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** `6`

common lesson planning sessions and PLC's will be conducted daily by department and administration

> **Person Responsible**
>
> Sheila Gregory
>
> **Schedule**
>
> Daily, from 8/10/2017 to 5/24/2018
>
> ***Evidence of Completion***
>
> sign in sheets, lesson plans, follow up artifacts

**Plan to Monitor Fidelity of Implementation of G1.B1.S2** `6`

Administration, assigned to each content area, will conduct daily walk-thrus to make sure the planned lessons are executed with fidelity

> **Person Responsible**
>
> Bucky Day
>
> **Schedule**
>
> Daily, from 8/10/2017 to 5/24/2018
>
> ***Evidence of Completion***
>
> daily calendars with walk thru data, student work samples from the standards

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

Student work samples will be collected weekly and rated using a standards to student evidence worksheet

### Person Responsible

Sheila Gregory

### Schedule

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

### *Evidence of Completion*

Journeys data, student achievement results, worksheets of evidence

**G1.B1.S3** weekly data meetings to align student work with standard and the cognitive complexity `4`
🔑 S281688

### Strategy Rationale

The student work should be the evidence of their learning

**Action Step 1** `5`

Student work will align with the depth of the standard.

### Person Responsible

Bucky Day

### Schedule

Weekly, from 8/21/2017 to 5/24/2018

### *Evidence of Completion*

Evidence will be lesson plans, artifacts, and student work samples.

**Plan to Monitor Fidelity of Implementation of G1.B1.S3** [6]

To monitor implementation, lesson plans and student work will be utilized.

> **Person Responsible**
>
> Bucky Day
>
> **Schedule**
>
> Weekly, from 8/21/2017 to 5/24/2018
>
> *Evidence of Completion*
>
> Evidence will be collected from Interactive Notebooks and student work samples.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S3** [7]

At PLC's, discussions between subject areas will support implementation to ensure assignments are rigorous.

> **Person Responsible**
>
> Bucky Day
>
> **Schedule**
>
> Weekly, from 8/21/2017 to 5/24/2018
>
> *Evidence of Completion*
>
> At PLC's, effectiveness of implementation will be discussed. Coaches will model strategies.

**G1.B1.S4** AVID WICOR implementation [4]

🔑 S281689

> **Strategy Rationale**
>
> WICOR encompasses all the needed strategies for a successful lesson including critical reading and writing across all curriculum areas

**Action Step 1** [5]

> **Person Responsible**
>
>
> **Schedule**
>
>
> *Evidence of Completion*

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

> **Person Responsible**
>
> **Schedule**
>
> *Evidence of Completion*

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

> **Person Responsible**
>
> **Schedule**
>
> *Evidence of Completion*

**G1.B1.S5** Book Study, Marzano PD, The Essentials for Standards Driven Classrooms `4`

🔑 S281690

### Strategy Rationale

The authors have developed a framework for creating standards based lessons focusing on student alignment and transforming classrooms to be more effective

**Action Step 1** `5`

All instructional personnel will participate in the Marzano PD book study and implement new learning into their instructional framework with LSI

> **Person Responsible**
>
> Sheila Gregory
>
> **Schedule**
>
> Weekly, from 9/8/2017 to 1/3/2018
>
> *Evidence of Completion*
>
> Weekly data sessions will require student work samples to be brought in and using the standards to student evidence template

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

All administration will participate in weekly book talks

### Person Responsible

Sheila Gregory

### Schedule

Weekly, from 9/8/2017 to 1/3/2018

### *Evidence of Completion*

Journeys walk thru data, student work samples with evidence template, anecdotal records

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

student work will increase in complexity and student achievement will increase

### Person Responsible

### Schedule

Daily, from 9/8/2017 to 5/24/2018

### *Evidence of Completion*

STAR assessments, data checkpoints, progress monitoring

## G1.B1.S6 continue CHAMPS implementation `4`

🔑 S281691

### Strategy Rationale

creates a universal language and behavior system

## Action Step 1 `5`

Monthly focus PLC's as refreshers and to monitor data

### Person Responsible

### Schedule

Monthly, from 9/6/2017 to 5/23/2018

### *Evidence of Completion*

Discipline data

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

Data PLC's

### Person Responsible

Bucky Day

### Schedule

Monthly, from 9/6/2017 to 5/24/2018

### *Evidence of Completion*

GENESIS reports and anecdotal records, artifacts

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

Modeling CHAMPS

### Person Responsible

Terry Millican

### Schedule

Monthly, from 9/6/2017 to 5/24/2018

### *Evidence of Completion*

Coaching logs, observations

**G1.B1.S7** increased parental communication thru parent nights, letters sent home and increased parent phone calls `4`

🔑 `S281692`

### Strategy Rationale

as parents become more involved in their child's education, the student achievement will increase

**Action Step 1** `5`

Based on TOP Plan, 4 Conference Nights and monthly nights focused on curriculum areas

### Person Responsible

Christine Lipham

### Schedule

Monthly, from 8/29/2017 to 5/15/2018

### *Evidence of Completion*

Sign in sheets and agendas

**Action Step 2** `5`

### Person Responsible

### Schedule

### *Evidence of Completion*

**G1.B2** Not implementing CHAMPS with fidelity  2

🔑 B265779

**G1.B2.S1** Monthly meetings to focus on CHAMPS implementation and data  4

🔑 S281693

### Strategy Rationale

By keeping CHAMPS ever present, teachers will be more willing to implement with fidelity yearlong.

### Action Step 1  5

One Wednesday, per month will be set aside for Behavior data chats

#### Person Responsible

Bucky Day

#### Schedule

Monthly, from 8/14/2017 to 5/25/2018

#### *Evidence of Completion*

monthly discipline data

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

Discipline data will be broke down by period, teacher, area to target areas of weakness

#### Person Responsible

Amy Scheloske

#### Schedule

Monthly, from 8/14/2017 to 5/25/2018

#### *Evidence of Completion*

Data charts and graphs, discipline data, walk thru data

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

Classroom observations and data chats

**Person Responsible**

Amy Scheloske

**Schedule**

Weekly, from 8/14/2017 to 5/25/2018

***Evidence of Completion***

GENESIS data, Journeys data

**G1.B2.S2** Utilizing the Behavior Specialist to model, coach and co-teach CHAMPS strategies `4`
🔑 S281694

**Strategy Rationale**

by providing a more supportive environment, there will be more consistency

**Action Step 1** `5`

**Person Responsible**

**Schedule**

***Evidence of Completion***

**Plan to Monitor Fidelity of Implementation of G1.B2.S2** `6`

classroom observations with transfer of knowledge from coaches to teachers

**Person Responsible**

Sheila Gregory

**Schedule**

Monthly, from 8/14/2017 to 5/25/2018

***Evidence of Completion***

lesson plans, walk thru data

**Plan to Monitor Effectiveness of Implementation of G1.B2.S2** `7`

decrease in CODE 3's from classroom teachers

### Person Responsible

Amy Scheloske

### Schedule

Daily, from 8/14/2017 to 5/25/2018

### *Evidence of Completion*

monthly data chats and charts

**G1.B3** Not utilizing support personnel to their full potential  2

🔑 B265780

**G1.B3.S1** ESE support personnel and Interventionists will be assigned to teams to work with all facets of instruction for their students  4

🔑 S281695

### Strategy Rationale

more fidelity of implementation of strategies and being able to communicate with stakeholders progress of the students in all area

**Action Step 1**  5

ESE personnel will meet with their teams biweekly to discuss ESE student goals and progress to create and implement differentiated lessons to meet the needs of all students .

#### Person Responsible

Sheila Gregory

#### Schedule

Biweekly, from 8/14/2017 to 5/25/2018

#### *Evidence of Completion*

sign in sheets, IEP Mtgs. lesson plans

**Action Step 2**  5

ESE personnel will align standards to IEP and implement.

#### Person Responsible

Bucky Day

#### Schedule

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

#### *Evidence of Completion*

Agenda, minutes

## Action Step 3  5

Coaching as necessary

### Person Responsible

Bucky Day

### Schedule

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

### *Evidence of Completion*

Agenda, minutes, coaching logs

## Action Step 4  5

Provide assistance to students and their families identified as at-risk based on Early Warning System Reports.

### Person Responsible

Rolonda Sealey

### Schedule

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

### *Evidence of Completion*

Conference Logs, Calendar, Data Reports

## Action Step 5  5

Provide small group instruction to reinforce concepts taught in class

### Person Responsible

Bucky Day

### Schedule

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

### *Evidence of Completion*

Classroom Observation, Lesson Plans

## Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Administration will be assigned to teams to facilitate meetings and monitor ESE personnel with students follow thru

### Person Responsible

Sheila Gregory

### Schedule

Daily, from 8/14/2017 to 5/25/2018

### *Evidence of Completion*

sign in sheets and minutes; walk thru data

## Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Schedules will be submitted to administration with support identified. Walk thrus and observations will be conducted daily to ensure fidelity.

### Person Responsible


### Schedule

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

### *Evidence of Completion*

Walk thru data; Journeys; anecdotal records

## Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

ESE goals will be monitored and adjusted as the student makes/does not make progress

### Person Responsible

Sheila Gregory

### Schedule

Weekly, from 8/14/2017 to 5/25/2018

### *Evidence of Completion*

STAR testing; discipline records; data check points; EOC; FSA testing

**G1.B5** Students lack of prior knowledge or unable to grasp new concepts  2

🔑 B265782

**G1.B5.S1** Provide students with extended learning opportunities by reading and math interventionist and before/after school tutoring.  4

🔑 S281697

### Strategy Rationale

With providing individualized instructional support to identified struggling students, achievement should increase.

### Action Step 1  5

Interventionists will use real time data to support struggling students. They will meet weekly with the departments to identify areas of need and create and deliver effective strategies to the students.

#### Person Responsible

Sheila Gregory

#### Schedule

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

#### *Evidence of Completion*

observations, data checkpoints, data chats, anecdotal records

### Plan to Monitor Fidelity of Implementation of G1.B5.S1  6

Weekly data meetings to track the progress of the lower quartile students.

#### Person Responsible

Sheila Gregory

#### Schedule

Weekly, from 8/18/2017 to 5/24/2018

#### *Evidence of Completion*

SBLT meeting minutes, data check points

**Plan to Monitor Effectiveness of Implementation of G1.B5.S1** `7`

Progress monitoring by the district

### Person Responsible

Sheila Gregory

### Schedule

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

### *Evidence of Completion*

progress monitoring data

**G1.B5.S2** AVID program `4`

🔑 S281698

### Strategy Rationale

With the Advancement Via Individual Determination (AVID) program, underachieving students with high academic potential will focus on writing, inquiry, and collaboration to increase achievement. Teachers will be sent to the AVID Summer Institute for training, and fieldtrips will be offered to AVID students.

**Action Step 1** `5`

AVID implementation will occur this school year.

### Person Responsible

Christine Lipham

### Schedule

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

### *Evidence of Completion*

Emails, minutes, artifacts, student work samples, PD, and training will occur throughout the school year.

## Plan to Monitor Fidelity of Implementation of G1.B5.S2 `6`

Timelines and checkpoints will be used to monitor implementation.

### Person Responsible

Christine Lipham

### Schedule

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

### *Evidence of Completion*

PLC sign-in sheets, artifacts, and minutes.

## Plan to Monitor Effectiveness of Implementation of G1.B5.S2 `7`

By following the AVID timeline for implementation, effectiveness is ensured.

### Person Responsible

Christine Lipham

### Schedule

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

### *Evidence of Completion*

Artifacts, minutes, sign-in sheets, PD, PLC's, and student work samples.

**G1.B5.S3** Classroom libraries to build knowledge  4

🔑 S281699

### Strategy Rationale

Classroom libraries will benefit the entire student body by offering easily-accessible books to students, which will augment achievement.

**Action Step 1**  5

Create classroom libraries for all teachers

### Person Responsible

Sheila Gregory

### Schedule

On 5/24/2018

### *Evidence of Completion*

Each class will have a small library of books for students.

**Plan to Monitor Fidelity of Implementation of G1.B5.S3**  6

Books will be ordered, delivered, and set up in each classroom.

### Person Responsible

Sheila Gregory

### Schedule

On 5/24/2018

### *Evidence of Completion*

Books will be available in every classroom.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S3** `7`

School staff will monitor the usage of books and encourage students to read when time permits.

### Person Responsible

Sheila Gregory

### Schedule

Monthly, from 9/11/2017 to 5/24/2018

### *Evidence of Completion*

A checkout form will monitor usage of books.

**G1.B5.S4** Achieve 3000 Professional Development and supplies `4`

🔑 S281700

### Strategy Rationale

Students who lack basic reading skills will benefit from teachers who have been trained in Achieve 3000 and have access to proper supplies.

**Action Step 1** `5`

Achieve 3000 PD and supplies

### Person Responsible

Christine Lipham

### Schedule

On 8/28/2017

### *Evidence of Completion*

Reading teachers will be trained on Achieve and receive supplies as needed

**Plan to Monitor Fidelity of Implementation of G1.B5.S4** `6`

Administrators and Coaches will monitor classes/teachers to ensure proper implementation and the presence of necessary supplies.

### Person Responsible

Christine Lipham

### Schedule

Daily, from 8/29/2017 to 5/24/2018

### *Evidence of Completion*

Walk-thrus, Achieve data, and student work samples.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S4** `7`

Modeling and coaching will occur to support implementation.

### Person Responsible

Christine Lipham

### Schedule

Weekly, from 8/29/2017 to 5/24/2018

### *Evidence of Completion*

Coaching cycles and student work samples.

**G1.B5.S5** Technology (Notebooks and SMART Boards) 4

🔑 S281701

### Strategy Rationale

Students will better grasp new concepts with the aide of technology.

### Action Step 1 5

Students will better grasp concepts with the aide of technology.

#### Person Responsible

Sheila Gregory

#### Schedule

On 5/24/2018

#### *Evidence of Completion*

Technology will be integrated into as many classrooms as possible.

### Plan to Monitor Fidelity of Implementation of G1.B5.S5 6

Training will be provided from the Network Manager and Testing Coordinator.

#### Person Responsible

Sheila Gregory

#### Schedule

Every 6 Weeks, from 9/11/2017 to 5/24/2018

#### *Evidence of Completion*

Sign-in sheets, artifacts, walk-thrus, and assessments.

**Plan to Monitor Effectiveness of Implementation of G1.B5.S5** 7

Modeling and coaching will support implementation.

> **Person Responsible**
>
> Sheila Gregory
>
> **Schedule**
>
> Weekly, from 9/11/2017 to 5/24/2018
>
> *Evidence of Completion*
>
> Notes and artifacts will demonstrate that technology was implemented effectively.

**G1.B6** Lack of Support 2

🔑 B265783

**G1.B6.S1** Limited funds to provide incentives to encourage teachers to remain at current school. 4

🔑 S281702

> **Strategy Rationale**
>
> Incentivizing attendance and efforts of staff will help create a positive learning environment

**Action Step 1** 5

Recognize instructional staff and paraprofessionals who come to or remain at the school

> **Person Responsible**
>
> Sheila Gregory
>
> **Schedule**
>
> Monthly, from 8/31/2017 to 5/24/2018
>
> *Evidence of Completion*
>
> Payroll Records

## Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Review of Funds Management Report

### Person Responsible

Sheila Gregory

### Schedule

Monthly, from 10/1/2017 to 8/31/2018

### *Evidence of Completion*

Expenditure posted in SAP

## Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Retention rate

### Person Responsible

Sheila Gregory

### Schedule

Monthly, from 10/1/2017 to 8/31/2018

### *Evidence of Completion*

Number of vacancies at the school

## 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** | | | | | |
| G1.B2.S2.A1<br>A379962 | [no content entered] | | No Start Date | | No End Date one-time |
| G1.B1.S4.MA1<br>M412183 | [no content entered] | | No Start Date | | No End Date one-time |
| G1.B1.S4.MA1<br>M412184 | [no content entered] | | No Start Date | | No End Date one-time |
| G1.B1.S4.A1<br>A379956 | [no content entered] | | No Start Date | | No End Date one-time |
| G1.B1.S7.A2<br>A379960 | [no content entered] | | No Start Date | | No End Date once |
| G1.B5.S4.A1<br>A379972 | Achieve 3000 PD and supplies | Lipham, Christine | 8/28/2017 | Reading teachers will be trained on Achieve and receive supplies as needed | 8/28/2017 one-time |
| G1.B1.S5.MA1<br>M412186 | All administration will participate in weekly book talks | Gregory, Sheila | 9/8/2017 | Journeys walk thru data, student work samples with evidence template, anecdotal records | 1/3/2018 weekly |
| G1.B1.S5.A1<br>A379957 | All instructional personnel will participate in the Marzano PD book study and implement new... | Gregory, Sheila | 9/8/2017 | Weekly data sessions will require student work samples to be brought in and using the standards to student evidence template | 1/3/2018 weekly |
| G1.B1.S7.A1<br>A379959 | Based on TOP Plan, 4 Conference Nights and monthly nights focused on curriculum areas | Lipham, Christine | 8/29/2017 | Sign in sheets and agendas | 5/15/2018 monthly |
| G1.B1.S6.A1<br>A379958 | Monthly focus PLC's as refreshers and to monitor data | | 9/6/2017 | Discipline data | 5/23/2018 monthly |
| G1.MA1<br>M412210 | Monitor staff vacancies in RHS | Gregory, Sheila | 10/1/2017 | RHS System | 5/24/2018 monthly |
| G1.B1.S1.MA1<br>M412177 | unpacking of standards will be completed weekly and used to develop lessons that encompass the... | Gregory, Sheila | 8/10/2017 | lesson plans, sign in sheets, unpacking sheets, student work samples | 5/24/2018 weekly |
| G1.B1.S1.A2<br>A379950 | Daily monitoring of planned lessons to make sure the implementation is done with fidelity | Gregory, Sheila | 8/10/2017 | SBLT minutes, walk through data, Journeys | 5/24/2018 daily |
| G1.B1.S1.A3<br>A379951 | Coaching cycles will be implemented as needed. | Scheloske, Amy | 8/10/2017 | SBLT, coaching logs | 5/24/2018 weekly |
| G1.B3.S1.MA3<br>M412195 | Schedules will be submitted to administration with support identified. Walk thrus and observations... | | 8/10/2017 | Walk thru data; Journeys; anecdotal records | 5/24/2018 daily |
| G1.B3.S1.A2<br>A379964 | ESE personnel will align standards to IEP and implement. | Day, Bucky | 8/10/2017 | Agenda, minutes | 5/24/2018 biweekly |
| G1.B3.S1.A3<br>A379965 | Coaching as necessary | Day, Bucky | 8/10/2017 | Agenda, minutes, coaching logs | 5/24/2018 biweekly |
| G1.B3.S1.A4<br>A379966 | Provide assistance to students and their families identified as at-risk based on Early Warning... | Sealey, Rolonda | 8/10/2017 | Conference Logs, Calendar, Data Reports | 5/24/2018 biweekly |
| G1.B3.S1.A5<br>A379967 | Provide small group instruction to reinforce concepts taught in class | Day, Bucky | 8/10/2017 | Classroom Observation, Lesson Plans | 5/24/2018 daily |
| G1.B5.S1.MA1<br>M412198 | Progress monitoring by the district | Gregory, Sheila | 8/10/2017 | progress monitoring data | 5/24/2018 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G1.B5.S1.MA1 M412199 | Weekly data meetings to track the progress of the lower quartile students. | Gregory, Sheila | 8/18/2017 | SBLT meeting minutes, data check points | 5/24/2018 weekly |
| G1.B5.S1.A1 A379969 | Interventionists will use real time data to support struggling students. They will meet weekly... | Gregory, Sheila | 8/10/2017 | observations, data checkpoints, data chats, anecdotal records | 5/24/2018 daily |
| G1.B6.S1.A1 A379974 | Recognize instructional staff and paraprofessionals who come to or remain at the school | Gregory, Sheila | 8/31/2017 | Payroll Records | 5/24/2018 monthly |
| G1.B1.S2.MA1 M412178 | Student work samples will be collected weekly and rated using a standards to student evidence... | Gregory, Sheila | 8/10/2017 | Journeys data, student achievement results, worksheets of evidence | 5/24/2018 daily |
| G1.B1.S2.MA1 M412179 | common lesson planning sessions and PLC's will be conducted daily by department and administration | Gregory, Sheila | 8/10/2017 | sign in sheets, lesson plans, follow up artifacts | 5/24/2018 daily |
| G1.B1.S2.MA3 M412180 | Administration, assigned to each content area, will conduct daily walk-thrus to make sure the... | Day, Bucky | 8/10/2017 | daily calendars with walk thru data, student work samples from the standards | 5/24/2018 daily |
| G1.B1.S2.A1 A379952 | Weekly PLC's targeting, creating, and implementing rigorous standards based lessons. | Gregory, Sheila | 8/10/2017 | sign in sheets, lesson plans, unpacking template, student work samples aligned to standard | 5/24/2018 weekly |
| G1.B1.S2.A2 A379953 | Implementation of WICOR | Lipham, Christine | 8/3/2017 | Lesson Plans, student samples | 5/24/2018 daily |
| G1.B1.S2.A3 A379954 | School wide implementation of Costas levels of questioning | Lipham, Christine | 8/3/2017 | Lesson Plans, student samples | 5/24/2018 daily |
| G1.B5.S2.MA1 M412200 | By following the AVID timeline for implementation, effectiveness is ensured. | Lipham, Christine | 8/10/2017 | Artifacts, minutes, sign-in sheets, PD, PLC's, and student work samples. | 5/24/2018 weekly |
| G1.B5.S2.MA1 M412201 | Timelines and checkpoints will be used to monitor implementation. | Lipham, Christine | 8/10/2017 | PLC sign-in sheets, artifacts, and minutes. | 5/24/2018 weekly |
| G1.B5.S2.A1 A379970 | AVID implementation will occur this school year. | Lipham, Christine | 8/10/2017 | Emails, minutes, artifacts, student work samples, PD, and training will occur throughout the school year. | 5/24/2018 daily |
| G1.B1.S3.MA1 M412181 | At PLC's, discussions between subject areas will support implementation to ensure assignments are... | Day, Bucky | 8/21/2017 | At PLC's, effectiveness of implementation will be discussed. Coaches will model strategies. | 5/24/2018 weekly |
| G1.B1.S3.MA1 M412182 | To monitor implementation, lesson plans and student work will be utilized. | Day, Bucky | 8/21/2017 | Evidence will be collected from Interactive Notebooks and student work samples. | 5/24/2018 weekly |
| G1.B1.S3.A1 A379955 | Student work will align with the depth of the standard. | Day, Bucky | 8/21/2017 | Evidence will be lesson plans, artifacts, and student work samples. | 5/24/2018 weekly |
| G1.B5.S3.MA1 M412202 | School staff will monitor the usage of books and encourage students to read when time permits. | Gregory, Sheila | 9/11/2017 | A checkout form will monitor usage of books. | 5/24/2018 monthly |
| G1.B5.S3.MA1 M412203 | Books will be ordered, delivered, and set up in each classroom. | Gregory, Sheila | 9/11/2017 | Books will be available in every classroom. | 5/24/2018 one-time |
| G1.B5.S3.A1 A379971 | Create classroom libraries for all teachers | Gregory, Sheila | 9/11/2017 | Each class will have a small library of books for students. | 5/24/2018 one-time |
| G1.B5.S4.MA1 M412204 | Modeling and coaching will occur to support implementation. | Lipham, Christine | 8/29/2017 | Coaching cycles and student work samples. | 5/24/2018 weekly |
| G1.B5.S4.MA1 M412205 | Administrators and Coaches will monitor classes/teachers to ensure proper implementation and the... | Lipham, Christine | 8/29/2017 | Walk-thrus, Achieve data, and student work samples. | 5/24/2018 daily |
| G1.B1.S5.MA1 M412185 | student work will increase in complexity and student achievement will increase | | 9/8/2017 | STAR assessments, data checkpoints, progress monitoring | 5/24/2018 daily |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/End Date |
|---|---|---|---|---|---|
| G1.B5.S5.MA1 M412206 | Modeling and coaching will support implementation. | Gregory, Sheila | 9/11/2017 | Notes and artifacts will demonstrate that technology was implemented effectively. | 5/24/2018 weekly |
| G1.B5.S5.MA1 M412207 | Training will be provided from the Network Manager and Testing Coordinator. | Gregory, Sheila | 9/11/2017 | Sign-in sheets, artifacts, walk-thrus, and assessments. | 5/24/2018 every-6-weeks |
| G1.B5.S5.A1 A379973 | Students will better grasp concepts with the aide of technology. | Gregory, Sheila | 9/11/2017 | Technology will be integrated into as many classrooms as possible. | 5/24/2018 one-time |
| G1.B1.S6.MA1 M412187 | Modeling CHAMPS | Millican, Terry | 9/6/2017 | Coaching logs, observations | 5/24/2018 monthly |
| G1.B1.S6.MA1 M412188 | Data PLC's | Day, Bucky | 9/6/2017 | GENESIS reports and anecdotal records, artifacts | 5/24/2018 monthly |
| G1.B1.S1.MA1 M412175 | walk thrus will be conducted by admin to monitor fidelity and alignment of lesson plans to delivery... | Gregory, Sheila | 8/10/2017 | Journeys data, lesson plans, Standard to Student Evidence logs | 5/25/2018 daily |
| G1.B1.S1.MA3 M412176 | Weekly Data Meetings | Gregory, Sheila | 8/14/2017 | Standard to Student Evidence Worksheets will be collected weekly with student work samples aligned to standard with the Costa's Taxonomy identified | 5/25/2018 weekly |
| G1.B1.S1.A1 A379949 | Daily common planning sessions. | Gregory, Sheila | 8/7/2017 | lesson plans | 5/25/2018 weekly |
| G1.B2.S1.MA1 M412189 | Classroom observations and data chats | Scheloske, Amy | 8/14/2017 | GENESIS data, Journeys data | 5/25/2018 weekly |
| G1.B2.S1.MA1 M412190 | Discipline data will be broke down by period, teacher, area to target areas of weakness | Scheloske, Amy | 8/14/2017 | Data charts and graphs, discipline data, walk thru data | 5/25/2018 monthly |
| G1.B2.S1.A1 A379961 | One Wednesday, per month will be set aside for Behavior data chats | Day, Bucky | 8/14/2017 | monthly discipline data | 5/25/2018 monthly |
| G1.B3.S1.MA1 M412193 | ESE goals will be monitored and adjusted as the student makes/does not make progress | Gregory, Sheila | 8/14/2017 | STAR testing; discipline records; data check points; EOC; FSA testing | 5/25/2018 weekly |
| G1.B3.S1.MA1 M412194 | Administration will be assigned to teams to facilitate meetings and monitor ESE personnel with... | Gregory, Sheila | 8/14/2017 | sign in sheets and minutes; walk thru data | 5/25/2018 daily |
| G1.B3.S1.A1 A379963 | ESE personnel will meet with their teams biweekly to discuss ESE student goals and progress to... | Gregory, Sheila | 8/14/2017 | sign in sheets, IEP Mtgs. lesson plans | 5/25/2018 biweekly |
| G1.B2.S2.MA1 M412191 | decrease in CODE 3's from classroom teachers | Scheloske, Amy | 8/14/2017 | monthly data chats and charts | 5/25/2018 daily |
| G1.B2.S2.MA1 M412192 | classroom observations with transfer of knowledge from coaches to teachers | Gregory, Sheila | 8/14/2017 | lesson plans, walk thru data | 5/25/2018 monthly |
| G1.MA2 M412211 | Journey data and weekly walk-through data will be collected and reviewed | Gregory, Sheila | 8/1/2017 | Walk-through data in Journey, Non-evaluative classroom visits, student engagement activities documented in lesson plans | 6/8/2018 weekly |
| G1.B6.S1.MA1 M412208 | Retention rate | Gregory, Sheila | 10/1/2017 | Number of vacancies at the school | 8/31/2018 monthly |
| G1.B6.S1.MA1 M412209 | Review of Funds Management Report | Gregory, Sheila | 10/1/2017 | Expenditure posted in SAP | 8/31/2018 monthly |

# V. Professional Development Opportunities

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

**G1.** Teachers will collaboratively design and implement standards-based lessons aligned to the full intent of the Florida State Standards differentiated to engage all students through a positive, supportive, and productive learning environment.

**G1.B1** Lack of understanding of what level of complexity the standards are and aligning this with student actively participating in their learning and work

**G1.B1.S1** Weekly common planning meetings facilitated by administration and coaches.

### PD Opportunity 1

Daily common planning sessions.

#### Facilitator

Christine Lipham-Thomas, Derek Hicks, Lauren Gadd, Sheila Gregory

#### Participants

Instructional staff

#### Schedule

Weekly, from 8/7/2017 to 5/25/2018

**G1.B1.S2** PLC's to increase authentic engagement and accountablility using gradual release and 5E's.

### PD Opportunity 1

Weekly PLC's targeting, creating, and implementing rigorous standards based lessons.

#### Facilitator

Derek Hicks, Christine Lipham-Thomas, Lauren Gadd, and Sheila Gregory

#### Participants

Instructional staff

#### Schedule

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

### PD Opportunity 2

Implementation of WICOR

#### Facilitator

Christine Lipham, Lauren Gadd, Derek Hicks, Amy Scheloske, Sheila Gregory, Billy Lay

#### Participants

Instructional Staff

#### Schedule

Daily, from 8/3/2017 to 5/24/2018

### PD Opportunity 3

School wide implementation of Costas levels of questioning

#### Facilitator

Christine Lipham, Lauren Gadd, Derek Hicks, Amy Scheloske, Sheila Gregory, Billy Lay

#### Participants

Instructional Staff

#### Schedule

Daily, from 8/3/2017 to 5/24/2018

**G1.B1.S3** weekly data meetings to align student work with standard and the cognitive complexity

### PD Opportunity 1

Student work will align with the depth of the standard.

#### Facilitator

Coaches

#### Participants

Teachers and staff

#### Schedule

Weekly, from 8/21/2017 to 5/24/2018

**G1.B1.S5** Book Study, Marzano PD, The Essentials for Standards Driven Classrooms

### PD Opportunity 1

All instructional personnel will participate in the Marzano PD book study and implement new learning into their instructional framework with LSI

### Facilitator

Derek Hicks, Lauren Gadd, Christine Lipham

### Participants

all instructional staff

### Schedule

Weekly, from 9/8/2017 to 1/3/2018

**G1.B1.S6** continue CHAMPS implementation

### PD Opportunity 1

Monthly focus PLC's as refreshers and to monitor data

### Facilitator

William Lay and Terry Millican

### Participants

Instructional staff

### Schedule

Monthly, from 9/6/2017 to 5/23/2018

**G1.B5** Students lack of prior knowledge or unable to grasp new concepts

### G1.B5.S2 AVID program

#### PD Opportunity 1

AVID implementation will occur this school year.

##### Facilitator

Christine Lipham-Thomas, Lauren Gadd, and Derek Hicks

##### Participants

instructional staff

##### Schedule

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

### G1.B5.S4 Achieve 3000 Professional Development and supplies

#### PD Opportunity 1

Achieve 3000 PD and supplies

##### Facilitator

Kathryn Kelton

##### Participants

Reading teachers

##### Schedule

On 8/28/2017

# VI. Technical Assistance Items

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

**G1.** Teachers will collaboratively design and implement standards-based lessons aligned to the full intent of the Florida State Standards differentiated to engage all students through a positive, supportive, and productive learning environment.

**G1.B5** Students lack of prior knowledge or unable to grasp new concepts

**G1.B5.S5** Technology (Notebooks and SMART Boards)

### TA Opportunity 1

Students will better grasp concepts with the aide of technology.

#### Facilitator

William Lay

#### Participants

#### Schedule

On 5/24/2018

# VII. Budget

| 1 | G1.B1.S1.A1 | Daily common planning sessions. | | | | $0.00 |
|---|---|---|---|---|---|---|
| 2 | G1.B1.S1.A2 | Daily monitoring of planned lessons to make sure the implementation is done with fidelity | | | | $0.00 |
| 3 | G1.B1.S1.A3 | Coaching cycles will be implemented as needed. | | | | $169,775.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 130-Other Certified Instructional Personnel | 1191 - Kathleen Middle School | UniSIG | 3.0 | $130,282.00 |
| | | | *Notes: Instructional Coaches* | | | |
| | 6400 | 220-Social Security | 1191 - Kathleen Middle School | UniSIG | 3.0 | $9,967.00 |
| | 6400 | 210-Retirement | 1191 - Kathleen Middle School | UniSIG | 3.0 | $10,318.00 |
| | 6400 | 231-Health and Hospitalization | 1191 - Kathleen Middle School | UniSIG | 3.0 | $18,420.00 |
| | 6400 | 232-Life Insurance | 1191 - Kathleen Middle School | UniSIG | 3.0 | $58.00 |
| | 6400 | 240-Workers Compensation | 1191 - Kathleen Middle School | UniSIG | 3.0 | $730.00 |

| 4 | G1.B1.S2.A1 | Weekly PLC's targeting, creating, and implementing rigorous standards based lessons. | | | | $0.00 |
|---|---|---|---|---|---|---|
| 5 | G1.B1.S2.A2 | Implementation of WICOR | | | | $5,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 3240 | 530-Periodicals | 1191 - Kathleen Middle School | Title, I Part A | 637.0 | $5,000.00 |
| | | | *Notes: Scholastic magazines to be used for critical reading and writing lessons in all content areas* | | | |
| 6 | G1.B1.S2.A3 | School wide implementation of Costas levels of questioning | | | | $3,917.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6300 | 140-Substitute Teachers | 1191 - Kathleen Middle School | Title, I Part A | | $3,917.00 |
| 7 | G1.B1.S3.A1 | Student work will align with the depth of the standard. | | | | $0.00 |
| 8 | G1.B1.S4.A1 | | | | | $0.00 |
| 9 | G1.B1.S5.A1 | All instructional personnel will participate in the Marzano PD book study and implement new learning into their instructional framework with LSI | | | | $58,652.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 510-Supplies | 1191 - Kathleen Middle School | Title, I Part A | | $1,040.00 |
| | 6400 | 140-Substitute Teachers | 1191 - Kathleen Middle School | Title, I Part A | | $2,612.00 |
| | 6400 | 310-Professional and Technical Services | 1191 - Kathleen Middle School | UniSIG | | $30,000.00 |
| | | | *Notes: LSI Training - Consultant* | | | |
| | 6400 | 120-Classroom Teachers | 1191 - Kathleen Middle School | UniSIG | | $15,000.00 |
| | | | *Notes: LSI Training - teacher stipends* | | | |
| | 6400 | 310-Professional and Technical Services | 1191 - Kathleen Middle School | UniSIG | | $5,000.00 |
| | | | *Notes: LSI Training - substitutes for instructional staff to attend PD* | | | |
| | 6400 | 330-Travel | 1191 - Kathleen Middle School | UniSIG | | $5,000.00 |
| | | | *Notes: LSI Training - mileage for instructional staff to travel to PD roundtrip* | | | |
| 10 | G1.B1.S6.A1 | Monthly focus PLC's as refreshers and to monitor data | | | | $605.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 3240 | 239-Other | 1191 - Kathleen Middle School | Title, I Part A | 652.0 | $605.00 |
| | | | *Notes: Grade Cam* | | | |

| 11 | G1.B1.S7.A1 | Based on TOP Plan, 4 Conference Nights and monthly nights focused on curriculum areas | | | | $9,000.00 |
|---|---|---|---|---|---|---|
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6150 | 510-Supplies | 1191 - Kathleen Middle School | Title, I Part A | 637.0 | $9,000.00 |
| | | | *Notes: Supplies for each curriculum night* | | | |
| 12 | G1.B1.S7.A2 | | | | | $0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 1191 - Kathleen Middle School | | | $0.00 |
| 13 | G1.B2.S1.A1 | One Wednesday, per month will be set aside for Behavior data chats | | | | $66,517.23 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 3240 | 100-Salaries | 1191 - Kathleen Middle School | Title, I Part A | 637.0 | $66,517.23 |
| | | | *Notes: Behavior Interventionist* | | | |
| 14 | G1.B2.S2.A1 | | | | | $0.00 |
| 15 | G1.B3.S1.A1 | ESE personnel will meet with their teams biweekly to discuss ESE student goals and progress to create and implement differentiated lessons to meet the needs of all students . | | | | $0.00 |
| 16 | G1.B3.S1.A2 | ESE personnel will align standards to IEP and implement. | | | | $0.00 |
| 17 | G1.B3.S1.A3 | Coaching as necessary | | | | $0.00 |
| 18 | G1.B3.S1.A4 | Provide assistance to students and their families identified as at-risk based on Early Warning System Reports. | | | | $40,052.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 150-Aides | 1191 - Kathleen Middle School | Title, I Part A | | $40,052.00 |
| | | | *Notes: Para Outreach Facilitator* | | | |
| 19 | G1.B3.S1.A5 | Provide small group instruction to reinforce concepts taught in class | | | | $53,412.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 150-Aides | 1191 - Kathleen Middle School | Title, I Part A | | $53,412.00 |
| | | | *Notes: Classroom Paras* | | | |
| 20 | G1.B5.S1.A1 | Interventionists will use real time data to support struggling students. They will meet weekly with the departments to identify areas of need and create and deliver effective strategies to the students. | | | | $146,700.43 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |

| | 3240 | 100-Salaries | 1191 - Kathleen Middle School | Title, I Part A | 637.0 | $132,732.43 |
|---|---|---|---|---|---|---|
| | | | *Notes: Math and Reading Interventionists* | | | |
| | 5900 | 120-Classroom Teachers | 1191 - Kathleen Middle School | UniSIG | | $12,029.00 |
| | | | *Notes: Extended Learning - teacher stipends* | | | |
| | 5900 | 210-Retirement | 1191 - Kathleen Middle School | UniSIG | | $956.00 |
| | | | *Notes: Extended Learning* | | | |
| | 5900 | 220-Social Security | 1191 - Kathleen Middle School | UniSIG | | $916.00 |
| | | | *Notes: Extended Learning* | | | |
| | 5900 | 240-Workers Compensation | 1191 - Kathleen Middle School | UniSIG | | $67.00 |
| | | | *Notes: Extended Learning* | | | |
| **21** | **G1.B5.S2.A1** | **AVID implementation will occur this school year.** | | | | **$2,000.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 330-Travel | 1191 - Kathleen Middle School | Title, I Part A | 637.0 | $1,000.00 |
| | 7800 | 330-Travel | 1191 - Kathleen Middle School | Title, I Part A | 637.0 | $1,000.00 |
| **22** | **G1.B5.S3.A1** | **Create classroom libraries for all teachers** | | | | **$0.00** |
| **23** | **G1.B5.S4.A1** | **Achieve 3000 PD and supplies** | | | | **$6,397.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 6400 | 140-Substitute Teachers | 1191 - Kathleen Middle School | Title, I Part A | 637.0 | $397.00 |
| | 5100 | 510-Supplies | 1191 - Kathleen Middle School | Title, I Part A | 637.0 | $6,000.00 |
| **24** | **G1.B5.S5.A1** | **Students will better grasp concepts with the aide of technology.** | | | | **$22,332.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 5100 | 644-Computer Hardware Non-Capitalized | 1191 - Kathleen Middle School | | | $3,300.00 |
| | | | *Notes: Smartboards* | | | |
| | 5100 | 644-Computer Hardware Non-Capitalized | 1191 - Kathleen Middle School | | | $19,032.00 |
| | | | *Notes: Interactive Notebooks* | | | |
| **25** | **G1.B6.S1.A1** | **Recognize instructional staff and paraprofessionals who come to or remain at the school** | | | | **$0.00** |
| | | | | | **Total:** | **$584,359.66** |