

School District of Osceola County, FL

# Kissimmee Middle School



## 2018-19 Schoolwide Improvement Plan

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## Kissimmee Middle School

2410 DYER BLVD, Kissimmee, FL 34741

www.osceolaschools.net

### School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 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	91%

### School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

### School Board Approval

This plan is pending approval by the Osceola County School Board.

### SIP Authority

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>.

### 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. 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: School Information

### School Mission and Vision

**Provide the school's mission statement.**

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

**Provide the school's vision statement.**

All Students will achieve at high levels.

### School Leadership Team

**Membership**

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

Name	Title
Weeden, Gary	Principal
Rolando, Eugenia	Assistant Principal
Mabra, Jane	Assistant Principal
Arnold, Abbey	Instructional Coach

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.**

Gary Weeden oversees all teaching and learning on campus. As head of the stock take process he is ultimately responsible for the implementation of the SIP

Eugenia Rolando is the assistant principal and the facilitator of the Stock Take process. The point person for each area of focus will report to her.

Jane Mabra is a first assistant principal who will oversee our collaboration area of focus

Abbey Arnold is the literacy coach and will be the point person for increasing literacy proficiency

Amanda Hirschauer is the Math coach and is the point person for increasing math proficiency

### Early Warning Systems

**Year 2017-18**

**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	100	113	120	0	0	0	0	333	
One or more suspensions	0	0	0	0	0	0	87	79	55	0	0	0	0	221	
Course failure in ELA or Math	0	0	0	0	0	0	40	2	5	0	0	0	0	47	
Level 1 on statewide assessment	0	0	0	0	0	0	158	154	121	0	0	0	0	433	

**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	88	88	78	0	0	0	0	254	

**The number of students identified as retainees:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	1	0	2	0	0	0	0	3	
Retained Students: Previous Year(s)	0	0	0	0	0	0	55	50	39	0	0	0	0	144	

**Date this data was collected**

Tuesday 7/17/2018

#### Year 2016-17 - As Reported

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	14	36	26	0	0	0	0	76	
One or more suspensions	0	0	0	0	0	0	85	101	56	0	0	0	0	242	
Course failure in ELA or Math	0	0	0	0	0	0	26	10	26	0	0	0	0	62	
Level 1 on statewide assessment	0	0	0	0	0	0	106	128	136	0	0	0	0	370	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### Year 2016-17 - Updated

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	14	36	26	0	0	0	0	76	
One or more suspensions	0	0	0	0	0	0	85	101	56	0	0	0	0	242	
Course failure in ELA or Math	0	0	0	0	0	0	26	10	26	0	0	0	0	62	
Level 1 on statewide assessment	0	0	0	0	0	0	106	128	136	0	0	0	0	370	

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

**Which data component performed the lowest? Is this a trend?**

ELA Proficiency. Yes, this is a trend. KMS has close to 40% proficiency for multiple years in a row.

**Which data component showed the greatest decline from prior year?**

Math Learning gains

**Which data component had the biggest gap when compared to the state average?**

Math Proficiency

**Which data component showed the most improvement? Is this a trend?**

Learning Gains for the Lowest 25% in ELA. No, this is not a trend and we hope to build on it this year.

**Describe the actions or changes that led to the improvement in this area.**

A focus on Core Shifts throughout the school.

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	39%	47%	53%	37%	50%	52%
ELA Learning Gains	50%	51%	54%	48%	53%	53%
ELA Lowest 25th Percentile	49%	42%	47%	46%	44%	45%
Math Achievement	42%	49%	58%	36%	45%	55%
Math Learning Gains	49%	55%	57%	47%	49%	55%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Lowest 25th Percentile	52%	52%	51%	40%	44%	47%
Science Achievement	41%	48%	52%	36%	47%	50%
Social Studies Achievement	74%	75%	72%	94%	81%	67%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	100 (14)	113 (36)	120 (26)	333 (76)
One or more suspensions	87 (85)	79 (101)	55 (56)	221 (242)
Course failure in ELA or Math	40 (26)	2 (10)	5 (26)	47 (62)
Level 1 on statewide assessment	158 (106)	154 (128)	121 (136)	433 (370)

### Grade Level Data

**NOTE:** This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	31%	46%	-15%	52%	-21%
	2017	33%	47%	-14%	52%	-19%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2018	29%	46%	-17%	51%	-22%
	2017	27%	49%	-22%	52%	-25%
Same Grade Comparison		2%				
Cohort Comparison		-4%				
08	2018	34%	52%	-18%	58%	-24%
	2017	34%	48%	-14%	55%	-21%
Same Grade Comparison		0%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	31%	43%	-12%	52%	-21%
	2017	31%	41%	-10%	51%	-20%
Same Grade Comparison		0%				
Cohort Comparison						
07	2018	16%	29%	-13%	54%	-38%
	2017	21%	28%	-7%	53%	-32%
Same Grade Comparison		-5%				
Cohort Comparison		-15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	38%	43%	-5%	45%	-7%
	2017	35%	47%	-12%	46%	-11%
Same Grade Comparison		3%				
Cohort Comparison		17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	32%	42%	-10%	50%	-18%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	68%	32%	65%	35%
2017	97%	69%	28%	63%	34%
Compare		3%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	65%	70%	-5%	71%	-6%
2017	65%	74%	-9%	69%	-4%
Compare		0%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	90%	52%	38%	62%	28%
2017	91%	46%	45%	60%	31%
Compare		-1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	94%	39%	55%	56%	38%
2017	90%	43%	47%	53%	37%



GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		4%			

## Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	42	40	24	43	39	16	32			
ELL	20	49	48	29	47	49	23	64	60		
ASN	58	63		58	63						
BLK	37	41	33	38	43	45	38	74	69		
HSP	37	50	49	41	49	52	38	75	71		
MUL	46	50		46	73						
WHT	52	55	67	55	49	53	61	74	83		
FRL	37	48	51	41	49	54	36	71	81		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	7	26	24	12	49	51	13	57			
ELL	16	39	37	25	55	56	22	55	75		
ASN	43	60		61	75		70				
BLK	41	48	32	42	64	71	46	77	93		
HSP	34	44	37	40	57	56	40	70	89		
MUL	41	38		25	73						
WHT	41	59	48	51	59	47	47	78	90		
FRL	35	46	38	40	57	56	41	69	88		

## Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

## Areas of Focus:

Activity #1	
<b>Title</b>	Ensure high levels of learning for all students in literacy
<b>Rationale</b>	This is tied closely to our District Strategic Plan Goal 1A. Our ELA proficiency has stayed stagnant at 36-40% over the past 6 years.
<b>Intended Outcome</b>	Increase ELA proficiency to 50% as measured on ELA FSA.
<b>Point Person</b>	Abbey Arnold (abbey.arnold@osceolaschools.net)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Unit lesson plans in all content areas will include scales, instructional techniques, strategies, and assessments that are on grade level and at the full intent of the standard. A lesson plan template has been developed during the summer which is closely aligned to the Marzano Teaching Map. Classroom walk-throughs, coaching feedback, and data chats will refer to these lesson plans.</li> <li>2. ELA Core Shifts will be evident in all classrooms in lessons, tasks and assessments. Professional Development for ELA teachers and all content area teachers will take place throughout the school year to help teachers implement the core shifts. Regular exposure to complex text in both Science and Social Studies will be an emphasis within their PLC. Stretch articles will be used weekly in all Research classes to ensure that students are being exposed to grade level text on a weekly basis.</li> <li>3. Coaching cycles will be completed with ELA and Content area teachers who are shown, through student data, to need support in steps 1 and 2. Data will drive the decisions on which teachers need the support. If walk through data and common assessment data are below the school average then they will participate in a coaching cycle.</li> <li>4. Interventions for Tier 2 students who are struggling on common assessment will be developed to decrease gaps in learning throughout the year. Students who do not show proficiency on common assessments in ELA and still do not show mastery after intervention within the PLC, then the MTSS Literacy team will intervene outside of the classroom setting.</li> <li>5. Administration and coaches will visit classes at a minimum of once a week to offer support, feedback, and encouragement. The data from these visits will be discussed at stock meetings to better inform our decisions on how to proceed with teacher and student supports.</li> </ol>
<b>Person Responsible</b>	Abbey Arnold (abbey.arnold@osceolaschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	Through the Stock Take process we will be conducted monthly. We will use evidence from student assessments, classroom observations, lesson plans, and resources used by teachers to assess our progress towards our goals for the steps.
<b>Person Responsible</b>	Eugenia Rolando (eugenia.rolando@osceolaschools.net)

Activity #2	
<b>Title</b>	Strengthen collaborative processes to ensure that the learning needs of all students are met
<b>Rationale</b>	When teachers collaborate effectively then all students will achieve at high levels.
<b>Intended Outcome</b>	PLC's will meet on a regular basis to determine what students need to learn, how they will assess the learning, and what will be done for students who are not learning. 100% of all core PLC's will have a system that breaks instruction into standards based units, uses a common assessment, collectively takes responsibility for the learning of all students and ensure high levels of learning for all.
<b>Point Person</b>	Jane Mabra (jane.mabra@osceolaschools.net)
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Each PLC will develop norms, SMART goals, and a regular meeting schedule. This schedule will help leadership better monitor the work of PLC. Additionally, an assessment calendar that includes test dates, data analysis day and reteach days will be kept in front office so that leadership can ensure that the work of the PLC is being done.</li> <li>2. Each team will develop common assessments for each standard/unit of study before the unit is taught. These tests will be submitted to leadership for feedback. Alignment to standards will be a an important job to ensure that instruction and student tasks are aligned to the full intent of the standard throughout the unit.</li> <li>3. Each team will share and analyze data from each common assessment to determine which students are ready for enrichment and which students need intervention within the team. Teachers will make a collective commitment to openly share all data. Gradecam will be used to process data. The leadership team will develop a protocol to make sure that that teachers feel safe sharing their data. The ELL task force will provide PD in November on how to make standards based assessments accessible to ELL students. Teachers will bring a copy of a common assessment to the training and learn how make that test accessible to students just learning the language. The task force will then make itself available to all PLC's whenever a common assessment is made. Once teachers know the accommodations that students will have on the common assessment then the same accommodations can be used during the lessons leading up to the test.</li> <li>4. Each team will adapt instruction for those students who do not pass grade level common assessments and reassess those students. Students who are struggling will be given extra support by the strongest teacher based on the data. Students who show mastery will attend enrichment activities with other members of the PLC.</li> <li>5 A system will be developed to allow teachers within a PLC to observe each other and reflect on instructional practices. The leadership will work with each PLC to make sure there is coverage so that the members of the PLC have the opportunity to see each other teach. This will inform them better on how the strategies discussed in the PLC will be implemented with their teammates.</li> </ol>
<b>Person Responsible</b>	Jane Mabra (jane.mabra@osceolaschools.net)
Plan to Monitor Effectiveness	
<b>Description</b>	Through the Stock Take process we will collect evidence from each PLC to determine which steps are being completed,and support teams who are learning the process.
<b>Person Responsible</b>	Eugenia Rolando (eugenia.rolando@osceolaschools.net)

Activity #3	
<b>Title</b>	Ensure high levels of mathematics achievement for all students
<b>Rationale</b>	Despite growth over the past two years, our achievement level has maintained scores between 40% and 45%
<b>Intended Outcome</b>	The goal is to reach 50% of students achieving above a level 3 on the FSA Math Assessment in Spring of 2019
<b>Point Person</b>	Eugenia Rolando (eugenia.rolando@osceolaschools.net)
<b>Action Step</b>	
<b>Description</b>	<p>1. Unit lesson plans in all content areas will include scales, instructional techniques, strategies, and assessments that are on grade level and at the full intent of the standard. A lesson plan template has been developed during the summer which is closely aligned to the Marzano Teaching Map. Classroom walk-throughs, coaching feedback, and data chats will refer to these lesson plans. All data chats will be tied to a goal of 50% proficiency. The ELL task force will help develop accommodations for ELL students within the lesson plan. Anabel Rodriguez from district and Migdaila Colon from our own task force will provide quarterly training on making appropriate accommodations for standards based lessons. Scaffolds for ESE and ELL students will a main focus of the ELL task force.</p> <p>2.Math Core Shifts will be evident in all classrooms in lessons, tasks and assessments. Focusing strongly where the standards focus, thinking across grade levels, and pursuing conceptual understanding will all be the main focus of classroom visits and coaching feedback. Professional development in these areas will be carried out throughout the school to help new and returning teachers with the student centered classrooms that are needed for these shifts. The PD for the shifts will conducted in pre-planning and once quarterly by our Math coach Amanda Hirschauer. Additional training will be held for teacher who show a need through data.</p> <p>3. Coaching cycles will be completed with Math teachers who are shown, through student data, to need support in steps 1 and 2. Data will drive the decisions on which teachers need the support. If walk through data and common assessment data are below the school average then they will participate in a coaching cycle. These coaching cycles will done by our Math coach and will start after the first quarter when there is enough data to show trends. The goal is a coaching cycle every two weeks with a new teacher.</p> <p>4. Interventions for Tier 2 students who are struggling on common assessment will be developed to decrease gaps in learning throughout the year. Students who do not show proficiency on common assessments in Math and still do not show mastery after intervention within the PLC, then the MTSS Math team will intervene outside of the classroom setting.</p> <p>5. Administration and coaches will visit classes at a minimum of once a week to offer support, feedback, and encouragement. The main focus of these visits will be standards based instruction and evidence of the core shifts. We will discuss the data from these visits during stock takes to better inform our action steps.</p>
<b>Person Responsible</b>	Eugenia Rolando (eugenia.rolando@osceolaschools.net)
<b>Plan to Monitor Effectiveness</b>	
<b>Description</b>	Through the Stock Take process we will be conducted monthly. We will use evidence from student assessments, classroom observations, lesson plans, and resources used by teachers to assess our progress towards our goals for the steps.

**Person Responsible** Eugenia Rolando (eugenia.rolando@osceolaschools.net)

## Part IV: Title I Requirements

### Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

**Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Increase participation of parents in family activities and School Advisory Council.

Increase parents' participation in students' education.

Provide parents with resources to help their children at home.

Inform parents about academic standards their children are assessed in.

### PFEP Link

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

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

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

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

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

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

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

Reading: All students who received a level 1 in FSA reading are enrolled in an intensive reading class. Additionally, all students receive instruction in reading in heterogeneous group in a Research class.

Math: Students who are not taking intensive reading and are not proficient in math are enrolled in an intensive math class. Students are eligible to exit the class once they have reached adequate progress.

Behavior: The team will identify students with challenging behaviors and use appropriate PBIS strategies to modify these behaviors.

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

Communication between these grade level and content level teams occurs through academic coaches, grade level chairs, deans and school counselors, collectively monitored by the MTSS coordinator.

#### Title I, Part A

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

#### Title I, Part C-Migrant

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

#### Title I, Part D

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

#### Title II

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

#### Title III

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

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

KMS promotes academic and career planning through the Guidance Counselors. Students are asked to complete a survey with their preference in elective classes. Students pursuing a career in music are placed in basic or advanced courses. Eighth grade students take the Personal Development and Career

preparation to become aware of the different fields they may want to pursue a career in. They also receive personalized orientation regarding what high school to attend and what courses to take based on their career interests.

Part V: Budget	
Total:	\$1,000.00