

Polk County Public Schools

Kathleen Middle School



2018-19 Schoolwide Improvement Plan

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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) | 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 | 56% |

School Grades History

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

School Board Approval

This plan is pending approval by the Polk 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.

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.

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.

School Leadership Team

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 |
| Lay, William | Dean |
| Scheloske, Amy | Assistant Principal |
| Hicks, Derek | Instructional Coach |
| Gadd, Lauren | Instructional Coach |
| Oliver, Joshua | School Counselor |
| Lipham, Christine | Instructional Coach |

Duties

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

Weekly the school based leadership team meets to discuss MTSS, plan Professional Development. Coaches and administration work together to support and sustain instruction in classrooms. Mentoring and coaching by support staff is ongoing. Data, both formative and summative, is mined and decisions are based on details gleaned.

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 | 81 | 82 | 91 | 0 | 0 | 0 | 0 | 254 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 105 | 86 | 89 | 0 | 0 | 0 | 0 | 280 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 2 | 0 | 0 | 0 | 0 | 0 | 3 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 96 | 67 | 70 | 0 | 0 | 0 | 0 | 233 |

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 | 56 | 63 | 41 | 0 | 0 | 0 | 0 | 160 |

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 | 4 | 3 | 4 | 0 | 0 | 0 | 0 | 11 |
| Retained Students: Previous Year(s) | 0 | 0 | 0 | 0 | 0 | 0 | 49 | 46 | 38 | 0 | 0 | 0 | 0 | 133 |

Date this data was collected

Thursday 6/28/2018

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 | 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 |

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 | 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 | 2 | 3 | 0 | 0 | 0 | 0 | 0 | 5 |
| 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 | |

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?

Our student attendance was our lowest performance area. We have seen an increase from 43% to 45% and feel it is systemic.

Our ELL's are also a low performing area. This is a trend that we are working with the district ESOL Dept. to change.

Which data component showed the greatest decline from prior year?

Our 6th grade ELA showed the greatest decline from the prior year.

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

8th Grade Math showed a gap of 32% (13% to 45%) from the state average.

6th Grade ELA showed a gap of 25% (27% to 52%) from the state average.

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

Civics showed the greatest improvement, 62% to 87%. This is an upward trend from 2015-16, at 55% to 62% to 87%.

7th Grade Math also showed great improvement, going from 27% to 39%. This is not a trend.

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

We utilized Imagine Math for our Target students and placed our Math Interventionist in the classes along with the classroom teacher to provide more prescriptive interventions.

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 | 36% | 46% | 53% | 33% | 48% | 52% |
| ELA Learning Gains | 52% | 47% | 54% | 47% | 51% | 53% |
| ELA Lowest 25th Percentile | 51% | 42% | 47% | 36% | 46% | 45% |
| Math Achievement | 34% | 49% | 58% | 29% | 47% | 55% |
| Math Learning Gains | 51% | 51% | 57% | 41% | 49% | 55% |
| Math Lowest 25th Percentile | 50% | 51% | 51% | 39% | 45% | 47% |
| Science Achievement | 39% | 47% | 52% | 30% | 44% | 50% |
| Social Studies Achievement | 86% | 86% | 72% | 55% | 61% | 67% |

EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | Total |
|---------------------------------|-----------------------------------|---------|---------|-----------|
| | 6 | 7 | 8 | |
| Attendance below 90 percent | 81 (58) | 82 (10) | 91 (20) | 254 (88) |
| One or more suspensions | 105 (39) | 86 (65) | 89 (67) | 280 (171) |
| Course failure in ELA or Math | 1 (0) | 2 (0) | 0 (0) | 3 (0) |
| Level 1 on statewide assessment | 96 (27) | 67 (59) | 70 (60) | 233 (146) |

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 | 27% | 41% | -14% | 52% | -25% |
| | 2017 | 32% | 45% | -13% | 52% | -20% |
| Same Grade Comparison | | -5% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2018 | 36% | 42% | -6% | 51% | -15% |
| | 2017 | 30% | 45% | -15% | 52% | -22% |
| Same Grade Comparison | | 6% | | | | |
| Cohort Comparison | | 4% | | | | |
| 08 | 2018 | 43% | 49% | -6% | 58% | -15% |
| | 2017 | 33% | 46% | -13% | 55% | -22% |
| Same Grade Comparison | | 10% | | | | |
| Cohort Comparison | | 13% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2018 | 29% | 40% | -11% | 52% | -23% |
| | 2017 | 24% | 39% | -15% | 51% | -27% |
| Same Grade Comparison | | 5% | | | | |

| MATH | | | | | | |
|-----------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| Cohort Comparison | | | | | | |
| 07 | 2018 | 39% | 40% | -1% | 54% | -15% |
| | 2017 | 26% | 40% | -14% | 53% | -27% |
| Same Grade Comparison | | 13% | | | | |
| Cohort Comparison | | 15% | | | | |
| 08 | 2018 | 13% | 34% | -21% | 45% | -32% |
| | 2017 | 10% | 36% | -26% | 46% | -36% |
| Same Grade Comparison | | 3% | | | | |
| Cohort Comparison | | -13% | | | | |

| SCIENCE | | | | | | |
|-------------------|------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2018 | 37% | 42% | -5% | 50% | -13% |
| | 2017 | | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|-------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | | | | | |
| 2017 | | | | | |
| CIVICS EOC | | | | | |
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 87% | 84% | 3% | 71% | 16% |
| 2017 | 59% | 62% | -3% | 69% | -10% |
| Compare | | 28% | | | |
| 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 | 79% | 60% | 19% | 62% | 17% |
| 2017 | 76% | 43% | 33% | 60% | 16% |
| Compare | | 3% | | | |

| GEOMETRY EOC | | | | | |
|--------------|--------|----------|-----------------------|-------|--------------------|
| Year | School | District | School Minus District | State | School Minus State |
| 2018 | 76% | 41% | 35% | 56% | 20% |
| 2017 | 81% | 34% | 47% | 53% | 28% |
| Compare | | -5% | | | |

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 | 16 | 40 | 42 | 24 | 39 | 34 | 26 | 45 | | | |
| ELL | 15 | 39 | 42 | 25 | 56 | 48 | 24 | | | | |
| BLK | 30 | 49 | 48 | 28 | 45 | 43 | 25 | 65 | | | |
| HSP | 29 | 46 | 39 | 29 | 49 | 51 | 33 | 100 | 53 | | |
| MUL | 20 | 33 | | 36 | 50 | | | | | | |
| WHT | 44 | 58 | 63 | 39 | 56 | 56 | 44 | 92 | 72 | | |
| FRL | 34 | 52 | 53 | 33 | 52 | 53 | 35 | 81 | 62 | | |
| 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 | 5 | 24 | 26 | 3 | 26 | 24 | 5 | 37 | | | |
| ELL | 6 | 28 | 50 | 11 | 24 | 10 | | 39 | | | |
| BLK | 23 | 42 | 53 | 16 | 28 | 27 | 7 | 58 | | | |
| HSP | 31 | 38 | 43 | 24 | 33 | 15 | 34 | 60 | 48 | | |
| MUL | 18 | 50 | | 24 | 50 | | | | | | |
| WHT | 41 | 45 | 29 | 34 | 38 | 34 | 41 | 63 | 60 | | |
| FRL | 27 | 40 | 40 | 23 | 33 | 29 | 28 | 56 | 48 | | |

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 | |
|-------------------------------|--|
| Title | Increase proficiency in Core Content areas by 10% |
| Rationale | to close the gap between our current data points and the state average |
| Intended Outcome | Based on 2017-18 data, an increase of 10% across the tested areas: ELA will increase from 36% to 40% proficiency Math will increase from 34% to 37% proficiency Science will increase from 39% to 43% proficiency Civics will increase from 86% to 95% proficiency |
| Point Person | Sheila Gregory (sheila.gregory@polk-fl.net) |
| Action Step | |
| Description | Staff will be trained in aligning the task with the intended target utilizing LSI professional learning and training. Book studies utilizing Marzano's research will be done weekly to enhance the professional learning with interactive discussions conducted thru OneNote. Weekly planning sessions will be facilitated by administration and academic coaches. AVID WICOR strategies will continue to be implemented in classrooms to increase the rigor of the instruction by instructional staff along with academic coaches and administration. Daily walk thrus will occur to support implementation. To maintain/increase our Civics' achievement, a teacher with a proven track record in Reading instruction who is certified in Social Studies will be the instructor in the class, providing direct reading instruction using the Civics' standards. Writing to learn reflection logs using Individual Student Notebooks to monitor student learning. Inquiry based strategies will be increased thru model classrooms. Using multiple sources, especially technology, to enhance and extend instruction. Utilizing the technology tool as a collaboration tool. Quarterly Data Chats with students and parents utilizing formative and summative assessment data. |
| Person Responsible | Sheila Gregory (sheila.gregory@polk-fl.net) |
| Plan to Monitor Effectiveness | |
| Description | Formative assessments will be developed and delivered to assess the alignment of the task and target. Student work samples and interactive student notebooks will be shared at weekly PLC's and rubrics will be developed to monitor the effectiveness of the instruction and student achievement. Parent Night agendas to include first portion of night to include data chats with students. |
| Person Responsible | Sheila Gregory (sheila.gregory@polk-fl.net) |

| Activity #2 | |
|-------------------------------|--|
| Title | Student Attendance |
| Rationale | With student attendance below the 90% threshold, with 40% of students with excessive absences, more attention is required to increase the time in school. |
| Intended Outcome | By the end of the 2018-19 school year, there will be less than 36% of students classified as excessive. |
| Point Person | Amy Scheloske (amy.scheloske@polk-fl.net) |
| Action Step | |
| Description | An outreach person has been hired thru Title One to work on mentoring the extremely absentee student. Local resources will be outsourced to these families. The Attendance Secretary will be making more calls and the Social Worker will continue to hold Attendance Meetings with families to develop plans for success. Attendance recognition will be monthly. Tardies will also be included in the perfect attendance criteria. In order to participate, student data will be pulled monthly and verified for the perfect attendance. |
| Person Responsible | Amy Scheloske (amy.scheloske@polk-fl.net) |
| Plan to Monitor Effectiveness | |
| Description | Monthly attendance reports will be pulled to check for fidelity by the MTSS team. Attendance contracts/meeting minutes will be shared during these meetings. |
| Person Responsible | Amy Scheloske (amy.scheloske@polk-fl.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.

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.

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.

- 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.

- Support personnel will coordinate services for at-risk students.
- MTSS.

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.

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/amendment of the SIP as it is a living document. The two teams will also be responsible for monitoring/implementing the SIP as new data is collected and meets monthly while the SAC meets quarterly.

Title I, Part A

Title I, Part A, funds services to KMS and monitored by administration. The funds provide supplemental instructional resources/interventions for students with achievement needs. It supports after-school and summer instructional programs, supplemental instructional materials, resources teachers, technology for students, professional development for the staff, and resources for parents.

Title I, Part C- Migrant

Migrant students enrolled at KMS will be assisted by the school and by the District Migrant Program (MEP). 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/recruit migrant students and their families for the MEP.

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 by aiding in the transfer of records and appropriate placement.

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.

Title III

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

Title X- Homeless

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

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.

Part V: Budget

Total:

\$256,358.46