

Polk County Public Schools

Kathleen Middle School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	11
Budget to Support Goals	13

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
---------------	---------------------