# Martin Luther King Middle School



# 2019-20 Schoolwide Improvement Plan

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# Martin Luther King Middle School

### 5928 STEWART ST, Milton, FL 32570

### http://www.santarosa.k12.fl.us/schools/kms/

## Demographics

## Principal: Darren Brock

Start Date for this Principal: 7/24/2013

| | |
|---|---|
| **2019-20 Status**<br>(per MSID File) | Active |
| **School Type and Grades Served**<br>(per MSID File) | Middle School<br>6-8 |
| **Primary Service Type**<br>(per MSID File) | K-12 General Education |
| **2018-19 Title I School** | Yes |
| **2018-19 Economically Disadvantaged (FRL) Rate**<br>(as reported on Survey 3) | 70% |
| **2018-19 ESSA Subgroups Represented**<br>(subgroups with 10 or more students)<br>(subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities*<br>Black/African American Students*<br>Hispanic Students*<br>Multiracial Students<br>White Students<br>Economically Disadvantaged Students |
| **School Grades History** | 2018-19: C (49%)<br><br>2017-18: C (51%)<br><br>2016-17: B (54%)<br><br>2015-16: C (46%)<br><br>2014-15: C (52%) |
| **2019-20 School Improvement (SI) Information*** | |
| **SI Region** | Northwest |
| **Regional Executive Director** | Rachel Heide |
| **Turnaround Option/Cycle** | N/A |
| **Year** | |
| **Support Tier** | |
| **ESSA Status** | TS&I |

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

## School Board Approval

This plan is pending approval by the Santa Rosa County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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# Martin Luther King Middle School

## 5928 STEWART ST, Milton, FL 32570

## http://www.santarosa.k12.fl.us/schools/kms/

## School Demographics

| **School Type and Grades Served** (per MSID File) | **2018-19 Title I School** | **2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) |
| --- | --- | --- |
| Middle School 6-8 | Yes | 77% |

| **Primary Service Type** (per MSID File) | **Charter School** | **2018-19 Minority Rate** (Reported as Non-white on Survey 2) |
| --- | --- | --- |
| K-12 General Education | No | 28% |

## School Grades History

| Year | 2018-19 | 2017-18 | 2016-17 | 2015-16 |
| --- | --- | --- | --- | --- |
| Grade | C | C | B | C |

## School Board Approval

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.**

To make our Cougars "King of the Hill" in reading, writing, math, science, technology, and positive attitudes.

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

To motivate students to reach their potential through a joint effort of school resources, family support, and community involvement.

### School Leadership Team

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

| Name | Title | Job Duties and Responsibilities |
| --- | --- | --- |
| Brock, Darren | Principal | Provides strategic direction for the school by developing curricula, assessing teaching methods, monitoring student achievement, encouraging parent involvement, administering the budget, hiring and evaluating staff and overseeing facilities. |
| McCormick, Margaret | Assistant Principal | Assists the principal to provide direction for the school by developing curricula, assessing teaching methods, monitoring student achievement, encouraging parent involvement, administering the budget, hiring and evaluating staff and overseeing facilities. |
| Lee, Kelly | School Counselor | Coordinates testing and student schedules, and addresses student academic, social, and emotional needs. |
| Adams, Allison | Teacher, ESE | Supervises IEP compiance and provides accommodations as needed. |
| Byers, Jamie | Dean | Supervises students safety and discipline. |
| Guy, Theresa | Instructional Coach | Provides Teacher professional development (PD) for literacy and small group literacy intervention. |
| Marshall, Elizabeth | Instructional Coach | Provides Teacher professional development for literacy and small group literacy intervention. |

### Early Warning Systems

**Current Year**

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

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Number of students enrolled | 0 | 0 | 0 | 0 | 0 | 0 | 217 | 214 | 225 | 0 | 0 | 0 | 0 | 656 |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 36 | 40 | 39 | 0 | 0 | 0 | 0 | 115 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 20 | 19 | 0 | 0 | 0 | 0 | 50 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 11 | 14 | 9 | 0 | 0 | 0 | 0 | 34 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 75 | 107 | 134 | 0 | 0 | 0 | 0 | 316 |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 88 | 113 | 128 | 0 | 0 | 0 | 0 | 329 |

**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 | 2 | 1 | 2 | 0 | 0 | 0 | 0 | 5 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 3 | 0 | 0 | 0 | 0 | 11 |

**FTE units allocated to school (total number of teacher units)**

45

**Date this data was collected or last updated**

Wednesday 8/21/2019

## Prior Year - As Reported

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

| Indicator | Grade Level | Total |
|---|---|---|
| Attendance below 90 percent | | |
| One or more suspensions | | |
| Course failure in ELA or Math | | |
| Level 1 on statewide assessment | | |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | Total |
|---|---|---|
| Students with two or more indicators | | |

## Prior Year - 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 | 37 | 39 | 40 | 0 | 0 | 0 | 0 | 116 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 12 | 13 | 0 | 0 | 0 | 0 | 30 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 51 | 45 | 0 | 0 | 0 | 0 | 147 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 79 | 107 | 136 | 0 | 0 | 0 | 0 | 322 |

**The number of students with two or more early warning indicators:**

| Indicator | Grade Level | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 91 | 119 | 125 | 0 | 0 | 0 | 0 | 335 |

## Part II: Needs Assessment/Analysis

**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 | 2019 | | | 2018 | | |
|---|---|---|---|---|---|---|
| | School | District | State | School | District | State |
| ELA Achievement | 45% | 63% | 54% | 49% | 63% | 52% |
| ELA Learning Gains | 52% | 60% | 54% | 57% | 60% | 54% |
| ELA Lowest 25th Percentile | 53% | 56% | 47% | 54% | 52% | 44% |
| Math Achievement | 47% | 70% | 58% | 50% | 71% | 56% |
| Math Learning Gains | 42% | 65% | 57% | 48% | 66% | 57% |
| Math Lowest 25th Percentile | 37% | 58% | 51% | 47% | 60% | 50% |
| Science Achievement | 45% | 63% | 51% | 49% | 63% | 50% |
| Social Studies Achievement | 61% | 77% | 72% | 73% | 84% | 70% |

### EWS Indicators as Input Earlier in the Survey

| Indicator | Grade Level (prior year reported) | | | Total |
|---|---|---|---|---|
| | 6 | 7 | 8 | |
| Number of students enrolled | 217 (0) | 214 (0) | 225 (0) | 656 (0) |
| Attendance below 90 percent | 36 () | 40 () | 39 () | 115 (0) |
| One or more suspensions | 11 (0) | 20 (0) | 19 (0) | 50 (0) |
| Course failure in ELA or Math | 11 (0) | 14 (0) | 9 (0) | 34 (0) |
| Level 1 on statewide assessment | 75 (0) | 107 (0) | 134 (0) | 316 (0) |

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2019 | 46% | 63% | -17% | 54% | -8% |
| | 2018 | 35% | 60% | -25% | 52% | -17% |
| Same Grade Comparison | | 11% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 41% | 59% | -18% | 52% | -11% |
| | 2018 | 30% | 56% | -26% | 51% | -21% |
| Same Grade Comparison | | 11% | | | | |
| Cohort Comparison | | 6% | | | | |
| 08 | 2019 | 44% | 68% | -24% | 56% | -12% |
| | 2018 | 56% | 71% | -15% | 58% | -2% |
| Same Grade Comparison | | -12% | | | | |
| Cohort Comparison | | 14% | | | | |

| MATH | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2019 | 46% | 66% | -20% | 55% | -9% |
| | 2018 | 45% | 63% | -18% | 52% | -7% |
| Same Grade Comparison | | 1% | | | | |
| Cohort Comparison | | | | | | |
| 07 | 2019 | 31% | 54% | -23% | 54% | -23% |
| | 2018 | 44% | 56% | -12% | 54% | -10% |
| Same Grade Comparison | | -13% | | | | |
| Cohort Comparison | | -14% | | | | |
| 08 | 2019 | 45% | 76% | -31% | 46% | -1% |
| | 2018 | 56% | 77% | -21% | 45% | 11% |
| Same Grade Comparison | | -11% | | | | |
| Cohort Comparison | | 1% | | | | |

| SCIENCE | | | | | | |
|---|---|---|---|---|---|---|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2019 | 42% | 62% | -20% | 48% | -6% |
| | 2018 | 54% | 66% | -12% | 50% | 4% |
| Same Grade Comparison | | -12% | | | | |
| Cohort Comparison | | | | | | |

| BIOLOGY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| CIVICS EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 62% | 75% | -13% | 71% | -9% |
| 2018 | 68% | 75% | -7% | 71% | -3% |
| Compare | | -6% | | | |

| HISTORY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | | | | | |

| ALGEBRA EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | 75% | 73% | 2% | 61% | 14% |
| 2018 | 73% | 67% | 6% | 62% | 11% |
| Compare | | 2% | | | |

| GEOMETRY EOC | | | | | |
|---|---|---|---|---|---|
| Year | School | District | School Minus District | State | School Minus State |
| 2019 | | | | | |
| 2018 | 0% | 65% | -65% | 56% | -56% |

## Subgroup Data

| 2019 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 2017-18 | C & C Accel 2017-18 |
| SWD | 21 | 44 | 43 | 26 | 33 | 23 | 38 | 29 | 40 | | |
| BLK | 15 | 37 | 43 | 19 | 30 | 34 | 14 | 38 | | | |
| HSP | 38 | 52 | | 42 | 43 | | | 40 | | | |
| MUL | 52 | 54 | 64 | 48 | 41 | 27 | 43 | 61 | 57 | | |
| WHT | 48 | 54 | 53 | 49 | 44 | 39 | 48 | 65 | 58 | | |
| FRL | 41 | 52 | 55 | 45 | 42 | 39 | 44 | 58 | 59 | | |
| 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 | 22 | 32 | 29 | 31 | 45 | 41 | 45 | 43 | 18 | | |
| BLK | 32 | 36 | 25 | 34 | 41 | 32 | 50 | 44 | | | |
| HSP | 36 | 38 | | 52 | 55 | | | | | | |
| MUL | 51 | 42 | 64 | 55 | 47 | 39 | 55 | 61 | 71 | | |
| WHT | 41 | 41 | 42 | 55 | 49 | 49 | 59 | 70 | 62 | | |
| FRL | 38 | 38 | 42 | 51 | 48 | 50 | 52 | 68 | 56 | | |

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS** | | | | | | | | | | | |
| SWD | 19 | 46 | 44 | 27 | 43 | 47 | 7 | 50 | | | |
| BLK | 36 | 43 | 38 | 28 | 31 | 40 | 20 | 67 | | | |
| HSP | 44 | 79 | | 50 | 58 | | | | | | |
| MUL | 53 | 57 | 64 | 43 | 50 | 50 | | 71 | | | |
| WHT | 50 | 58 | 53 | 54 | 49 | 46 | 53 | 73 | 59 | | |
| FRL | 44 | 54 | 54 | 45 | 46 | 47 | 43 | 67 | 51 | | |

## ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

| ESSA Federal Index | |
|---|---|
| ESSA Category (TS&I or CS&I) | TS&I |
| OVERALL Federal Index – All Students | 49 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 2 |
| Progress of English Language Learners in Achieving English Language Proficiency | |
| Total Points Earned for the Federal Index | 441 |
| Total Components for the Federal Index | 9 |
| Percent Tested | 100% |

| Subgroup Data | |
|---|---|
| **Students With Disabilities** | |
| Federal Index - Students With Disabilities | 33 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | |
| **English Language Learners** | |
| Federal Index - English Language Learners | |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | |
| **Native American Students** | |
| Federal Index - Native American Students | |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | |

| Asian Students | |
|---|---|
| Federal Index - Asian Students | |
| Asian Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Asian Students Subgroup Below 32% | |

| Black/African American Students | |
|---|---|
| Federal Index - Black/African American Students | 29 |
| Black/African American Students Subgroup Below 41% in the Current Year? | YES |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | |

| Hispanic Students | |
|---|---|
| Federal Index - Hispanic Students | 43 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | |

| Multiracial Students | |
|---|---|
| Federal Index - Multiracial Students | 50 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | |

| Pacific Islander Students | |
|---|---|
| Federal Index - Pacific Islander Students | |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | |

| White Students | |
|---|---|
| Federal Index - White Students | 51 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | |

| Economically Disadvantaged Students | |
|---|---|
| Federal Index - Economically Disadvantaged Students | 48 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | |

## Analysis

**Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Seventh grade math data showed the greatest decline (44%-31%) from the prior year. The contributing factor was that KMS had two teachers new to teaching 7th grade math who may not have been familiar with standards and/or test specifications. Also, all seventh grade students at KMS who scored in the top 25% on the 6th grade FSA in 2018 were assessed using the 8th grade FSA in 2019 which is in compliance with Santa Rosa County District guidelines.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Seventh grade math data showed the greatest decline (44%-31%) from the prior year. The contributing factor was that KMS had two teachers new to teaching 7th grade math who may not have been familiar with standards and/or test specifications. Also, all seventh grade students at KMS who scored in the top 25% on the 6th grade FSA in 2018 were assessed using the 8th grade FSA in 2019 which is in compliance with Santa Rosa County District guidelines.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Seventh grade math data component showed a gap of 23% when compared to the state average. The contributing factor was that KMS had two teachers new to teaching 7th grade math who may not have been familiar with standards and/or test specifications. Also, all seventh grade students at KMS who scored in the top 25% on the 6th grade FSA in 2018 were assessed using the 8th grade FSA in 2019 which is in compliance with Santa Rosa County District guidelines.

**Which data component showed the most improvement? What new actions did your school take in this area?**

In ELA 6th grade improved 11%, SWD increased 12%, SWD lowest 25% grew 25%, African American subgroup improved 18%. KMS implemented more intensive data driven instruction in the 6th grade. KMS' new literacy coach identified the subgroups and provided strategies and support for direct instruction. In addition, KMS added certified and highly qualified instructional support for students with disabilities.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

KMS's greatest areas of concern are our subgroups of SWD and African American achievement in math and 8th grade ELA.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Math
2. ELA
3. SWD achievement
4. Black student achievement
5. Science

## Part III: Planning for Improvement

### Areas of Focus:

#### #1

| | |
|---|---|
| **Title** | Improve the achievement of Students with Disabilities |
| **Rationale** | Students with Disabilities scored 21% on FSA ELA, 26% on FSA math, 38% on NGSS science, 29% on Civics EOC and 29% earned middle school acceleration points. All of these areas are well below the expected 41% proficiency. |
| **State the measurable outcome the school plans to achieve** | Students with Disabilities will improve on FSA ELA 20%, 15% in math FSA scores, 5% in science FCAT, and 12% in Civics EOC as well as improve 12% more, earning middle school acceleration points in order that KMS reach the 41% proficiency level. |
| **Person responsible for monitoring outcome** | Darren Brock (brockdc@santarosa.k12.fl.us) |
| **Evidence-based Strategy** | Teachers will utilize differentiation to design lessons based on learning styles, students interest and ability, assess and adjust lesson content to meet students' needs. Teachers will differentiate the levels of the content, the process (addressing various learning styles), the product students use to demonstrate mastery of the content, and/or classroom management techniques that support a safe and supportive learning environment. |
| **Rationale for Evidence-based Strategy** | Tomlinson's research shows that the effectiveness of differentiation benefits a wide range of students especially students with learning disabilities. |

### Action Step

| | |
|---|---|
| **Description** | 1. Teachers will participate in a minimum of five hours of professional development that addresses the needs of students with disabilities, such as the webinars by PS/RtI Project. 2. FDLRS will facilitate professional development on differentiation of instruction. 3. Teachers will include one goal in My Learning Plan that will address the needs of students with disabilities in their classrooms. 4. Teachers will participate in grade level MTSS meetings to discuss and share student interventions that are working for at risk students. 5. KMS will provide substitute funding for those teachers that attend CHAMPS training on classroom management planning. 6. KMS will provide funding for the Dean of Students, Guidance Counselor, and ESE Department chairperson to attend Oppositional, Defiant and Disruptive Children and Adolescents seminar in Pensacola in December. |
| **Person Responsible** | Darren Brock (brockdc@santarosa.k12.fl.us) |

| #2 | |
| --- | --- |
| **Title** | Improve the achievement of black students |
| **Rationale** | Black students scored very low on the FSA ELA and Math, NGSS Science, and Civics EOC. ELA achievement dropped from 32% to 15%, math scores fell from 34% to 19%, NGSS science declined 50% to 45% and Civics EOC decreased from 44% to 38%. |
| **State the measurable outcome the school plans to achieve** | King Middle School black students scores will improve on ELA from 9% to 41%, math data will increase 22% to 41%, science scores will return to 50% by growing 5%, and Civics EOC results will rise from 3% to 41% proficiency. |
| **Person responsible for monitoring outcome** | Darren Brock (brockdc@santarosa.k12.fl.us) |
| **Evidence-based Strategy** | King Middle School will use various strategies to build and improve relationships with black students. CHAMPS, Capturing Kids' Hearts, and mentoring will be used to develop relationships with all students especially black students. |
| **Rationale for Evidence-based Strategy** | Research indicates that when teachers demonstrate that they care for the learning of each student there are higher achievement outcomes. |
| **Action Step** | |
| **Description** | 1. New teachers and educational support employees will attend professional development in Capturing Kids' Hearts and implement techniques learned to build relationships with students. 2. Teachers and educational support personnel previously trained in CKH will continue to use strategies to build relationships with students. 3. King Middle will provide sub funding for teachers to attend CHAMPS training to develop classroom management planning strategies to teach students how to perform successfully in the classroom. 4. KMS will identify the black students who were not proficient and assign one of their teachers to mentor these students weekly to encourage regular attendance, positive behavior, and improved grades. 5. Students will use Edmentum's Study Island to practice skills and build knowledge in all four core content areas. |
| **Person Responsible** | Darren Brock (brockdc@santarosa.k12.fl.us) |

| #3 | |
|---|---|
| **Title** | Improve achievement in math |
| **Rationale** | In 2018-19 FSA math achievement dropped from 53% proficient to 47% while learning gains decreased from 48% to 42% and the lowest 25th percentile fell 47% to 37%. In addition, KMS students' achievement averaged 23% below the school district average. Math proficiency in middle school will also insure higher high school graduation rates, higher college admission rates, higher technical education rate, and allow students greater opportunities to enter the workforce with ease. |
| **State the measurable outcome the school plans to achieve** | King Middle School math scores will improve 5 percentile points in math achievement, learning gains will grow 6% and the lowest 25th percentile will increase 10%. |
| **Person responsible for monitoring outcome** | Darren Brock (brockdc@santarosa.k12.fl.us) |
| **Evidence-based Strategy** | 1. Students who were not proficient on the math FSA are scheduled in intensive math classes for one semester. Teachers will use progress monitoring data from STAR assessments to identify standards where students lack proficiency and target instruction to achieve mastery.<br>2. Students will use interactive notebooks in math classes to identify and understand the most important skills and terms of what they are learning in math. |
| **Rationale for Evidence-based Strategy** | 1. Research shows that students who participate in small group instruction demonstrate increased mastery of standards.<br>2. Marzano's research shows that summarizing and note taking with graphic organizers are two of the most powerful skills students can cultivate to improve their understanding of academic content. |
| Action Step | |
| **Description** | 1. Students in intensive math classes will use Edmentum's Exact Path for customized assignments for students to work at their own levels.<br>2. Students in all math classes will use Edmentum's Study Island to complete basic skills and content skills problem activities.<br>3. Students in all math classes will need access to technology (computers, etc.)<br>4. Math teachers will participate in a training at the beginning of the year and follow up training from the district math coordinator.<br>5. Math teachers will participate in a PLC focusing on the use of interactive notebooks in the math classroom.<br>6. Teachers will guide student practice with decoding math vocabulary through the use of interactive notebooks.<br>7. Teachers will guide student understanding of math concepts and skills with non-linguistic representations and summarizations in their interactive notebooks.<br>8. Teachers will continue to emphasize a positive mindset in math classes.<br>9. Teachers will participate in a STEAM PLC to focus on strategies to build collaboration, critical thinking, communication, and creativity. Each member will video a STEAM lesson to share with PLC. |

| **Person Responsible** | Darren Brock (brockdc@santarosa.k12.fl.us) |
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| **#4** | |
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| **Title** | Improve achievement in science |
| **Rationale** | King Middle School experienced a decline of 12% on NGSS Science from 54% to 42%. In comparison to the state average, KMS 8th grade students averaged 6% less and similarly, scored 20% less that the school district average of 62%. |
| **State the measurable outcome the school plans to achieve** | KMS 8th grade students will improve scores on NGSS Science to 54%, an increase of 12%. |
| **Person responsible for monitoring outcome** | Darren Brock (brockdc@santarosa.k12.fl.us) |
| **Evidence-based Strategy** | Science teachers at KMS will implement or continue to implement interactive notebooks to utilize non-linguistic representations of science concepts, skills, and vocabulary terms, to summarize science content, and build retention of knowledge. |
| **Rationale for Evidence-based Strategy** | Marzano's research shows that summarizing and note taking with graphic organizers are two of the most powerful skills students can cultivate to improve their understanding of academic content. |
| Action Step | |
| **Description** | 1. The Science PLC will study, research, and focus on the use of interactive notebooks in the science classroom, building on the knowledge gained last year from the reading coach.<br>2. Science teachers will use progress monitoring data provided by Performance Matters to identify science standards that are low for each class and also need reteaching.<br>3. Science teachers will use Kesler and other resources such as NEARPOD to engage students in science content and critical thinking in science including interpretation, analysis, evaluation, explanation, and reflection.<br>4. Students in all science classes will use Edmentum's Study Island to practice basic skills and content skills problem activities.<br>5. Students in all science classes need access to technology (computers, etc.)<br>6. Science teachers will participate in a training at the beginning of the year and follow-up training from the district science coordinator.<br>7. Teachers will participate in STEAM PLC to focus on strategies to build collaboration, critical thinking, communication, and creativity. Each member will video a STEAM lesson to share with PLC. |
| **Person Responsible** | Darren Brock (brockdc@santarosa.k12.fl.us) |

| #5 | |
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| **Title** | Improve achievement in language arts |
| **Rationale** | In 2018-19, ELA achievement improved in all areas of the school grade component; however, KMS scored 45% proficiency in ELA achievement which is 9% below the state average of 54% and 18% below the district average. Learning gains in ELA improved to 52%; however,the state average was 54% while the district learning gains averaged 60%. KMS' lowest 25th percentile increased 12% from 41% to 53% but still fell below the district average of 56%. Acquiring language arts proficiency will afford our students an ease of transition through middle school and into high school. This proficiency will give an ease of transition from middle school to high school as well as insure higher high school graduation rates, higher college admission rates, higher technical education rates and allow students greater opportunities to enter the workforce with ease. |
| **State the measurable outcome the school plans to achieve** | ELA FSA scores will improve 5% in overall ELA achievement, 5% in learning gains and 5% in lowest 25th percentile. |
| **Person responsible for monitoring outcome** | Margaret McCormick (mccormickm@santarosa.k12.fl.us) |
| **Evidence-based Strategy** | 1. Level I students on the ELA FSA are enrolled in intensive ELA classes that are smaller classes with a maximum of 16 students which allows for small group instruction.These classes use progress monitoring data from STAR to identify standards where students demonstrate weaknesses and group students based on these weaknesses to provide targeted instruction either in groups or individually. Level II students are enrolled in Cooperative Reading Remediation classes co-taught with lower student to teacher ratio and an ELA certified teacher and a reading endorsed teacher that also allows for small group or individual instruction.<br>2. All ELA classes use the district adopted curriculum, which is evidenced-based, as well as interactive notebooks to identify and understand the most important skills, concepts, and terms of what they are learning. |
| **Rationale for Evidence-based Strategy** | 1. Research shows that students who participate in small group instruction demonstrate increased mastery of standards.<br>2. Students will use interactive notebooks in ELA classes to identify and understand the most important skills and terms of what they are learning. |
| Action Step | |
| **Description** | 1. All ELA, reading, social studies, and science classes will incorporate grade level appropriate complex text and incorporate inquiry based discussions.<br>2. All social studies classes implement Document-Based Questioning (DBQs) and write essays using these documents.<br>3. All teachers will be trained in inquiry-based reading and discussion strategies and incorporate complex texts for individual students and in group settings.<br>4.Teachers will be trained on reading and text-dependent writing strategies that can be incorporated into their content areas.<br>5. ELA teachers will incorporate inquiry-based reading strategies to enhance text-dependent questioning and writing. |

6. The reading coach will provide vocabulary and comprehension stems for all teachers to incorporate into content-area reading tasks.

7. The reading coach will facilitate a book study on Alan Sitomer's Mastering Short-Response Writing: Claim It! Cite It! Cement it!. This book takes a look at the need for foundational writing skills in short response as they relate to ALL content areas.

8. ELA teachers will use data from two Write Score assessments (September and January) to align instruction in writing to students' needs in the use of document-based essay writing that simulates FSA writing test.

9. Intensive ELA classes will use Edmentum's Exact path to provide students with practice based on individualized assignments.

10. All ELA classes will use Edmentum's Study Island to target student weaknesses and provide practice to improve mastery and retention of standards.

**Person Responsible**  Margaret McCormick (mccormickm@santarosa.k12.fl.us)

## Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

# 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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, §§ 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.**

King Middle 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 by monthly parent and family involvement activities such as parent nights and family nights. Parents are welcomed to use the Parent Resource Room anytime during school hours. KMS plans events during school as well as evenings to accommodate parents' work schedules and provide multiple opportunities for parent involvement. Parents are welcome to use the Parent Resource Room anytime during school hours. Our School Advisory Council includes parents and community business leaders as members to discuss the school's performance and the needs of the students. SGA and Beta Club officers are also members of SAC to gather student viewpoints. SAC provides input and approval of the School Improvement Plan, Parent and Family Engagement Plan, Middle School Compact, and the school improvement budget. Title I funds an KMS teacher liaison to advise and guide the KMS PTO to support the school and its mission.

#### 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.**

King Middle School ensures the social-emotional needs of our students are being met by using Capturing Kids Hearts, which is a research-based program focusing on creating a secure and accepting

environment for the students. We also use CHAMPS on the campus which is research-based as well. The Certified School Counselor provides five hours of mental health lessons to each student throughout the year using district created lessons. On campus weekly we have a Military Family Counselor (MFLAC) who works with the military family students. There is a CDAC counselor on campus daily conducting group and individual counseling to those students in need of additional services. Sixth grade PE classes study a variety of life lessons on social issues as part of the Life Skills curriculum. Assemblies and small group lessons are taught on internet safety and cyber bullying, the dangers of drugs and alcohol, dating violence, suicide awareness, and other topics as needed.

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

In the Spring, rising fifth graders attend sixth grade orientation at King to tour the campus, meet the teachers, and learn about activities at KMS. Student leaders discuss extracurricular opportunities and electives, such as band which performs at this event. A few weeks later the Guidance Counselor visits feeder school fifth grade classrooms to answer questions regarding electives offered and students, with parental guidance, select one or two electives based on student preferences and/or needs. Every effort is made to accommodate these selected electives. Administrators from elementary feeder schools and KMS administrators meet in the summer prior to the new school year to discuss academic, behavior, and attendance of incoming cohorts of students. Discussion is focused primarily on the At-Risk students' needs and interventions that have or have not been successful as well as test results of the cohort. Likewise, our administrators meet with Milton High administrators to discuss academic, behavior, and attendance of the outgoing cohort of students focusing again on At-Risk students. During pre-planning, sixth grade teachers meet with one of our administrators to discuss the information shared about the At-Risk students. Also during pre-planning week, sixth grade orientation is held on Thursday evening. Parents and students attend an assembly where the principal explains Title I guidelines for our school, and then they obtain the student's schedule, tour the campus and familiarize themselves with the layout of the school, and meet the student's teachers. Afterwards, sixth grade teachers meet monthly as part of MTSS to discuss students struggling academically, behaviorally, and truancy and identify interventions for each student.

**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 school leadership at King Middle School identifies and aligns the resources available to the school according to district, state, and federal guidelines. The leadership team of the school consists of department heads, the reading coach, the academic intervention specialist (AIS), dean, guidance counselor, assistant principal and principal. The needs of the students are analyzed by the leadership team and plans are put in place to meet the needs of the students. Testing data is closely analyzed for areas of need as well as areas of growth. The teachers write personal improvement plans, called My Learning Plan, specific to their areas of need and the needs of the students they teach. The administration of King Middle School actively seeks in-service and training to provide the teachers and staff the most up to date and relevant topics specific to the needs of our students and subgroups (such as SWD, black students, dealing with poverty, trauma). All curriculum is district approved and supplemental aids are research-based. All textbooks and supplemental supplies are inventoried by the Assistant Principal and maintained appropriately. The School Advisory Council meets on the second Tuesday of each month to problem-solve areas of need and discuss improvements and accomplishments of students. The SAC also reviews, makes improvements and approves the SIP, budgets, Parent and Family Engagement Plan, and Middle School Compact. Parents and community members are always welcome to attend the SAC meetings and there is a public forum section of each

meeting. Overseen by the AP and Principal, the AIS records and maintains all Title 1 documents. The budget and funds are strictly maintained by the school bookkeeper who is audited regularly by the district and state.

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

King Middle School has both veteran and new teachers participating in STEAM professional development PLCs to provide real-world application of academic studies. Whiting Field Naval Air Station provides mentors for students at the school. The Cafeteria Chats which are held monthly are opportunities for guest speakers in various fields to share personal experiences and career choices with students. KMS offers manufacturing, technology, culinary, and DIT classes where students can earn certifications in those specialized areas. Social Studies classes for eighth grade incorporate career planning as part of the curriculum. Local area businesses donate materials, food, and other resources to the school throughout the academic year. KMS sponsors the Robotics Team, Math Team, and Genius Club to provide students with the opportunity to research and participate in activities leading to career choices.