

School District of Osceola County, FL

Kissimmee Middle School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	15
Title I Requirements	24
Budget to Support Goals	26

Kissimmee Middle School

2410 DYER BLVD, Kissimmee, FL 34741

www.osceolaschools.net

Demographics

Principal: Eugenia Rolando

Start Date for this Principal: 7/17/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (53%) 2017-18: C (52%) 2016-17: C (53%) 2015-16: C (51%) 2014-15: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Osceola 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	15
Title I Requirements	24
Budget to Support Goals	26

Kissimmee Middle School

2410 DYER BLVD, Kissimmee, FL 34741

www.osceolaschools.net

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	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	2018-19	2017-18	2016-17	2015-16
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	Job Duties and Responsibilities
Rolando, Eugenia	Principal	As the lead instructional teacher, the principal's duties are to create a safe, student-centered learning environment to better maximize the students' potential. The principal builds and facilitates a leadership team that carries out that same belief. Student learning is a priority. Working with and coaching teachers to close achievement gaps will create a highly engaging and successful environment at Kissimmee Middle School.
Mabra, Jane	Assistant Principal	
McKenney, Sarah	Instructional Coach	
Franceschi, Frankie	Assistant Principal	
DeRight, Nathan	Assistant Principal	
Hirschauer, Amanda	Instructional Coach	
Ordiales, Kari	Instructional Coach	

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	0	0	0	0	0	0	0		
Attendance below 90 percent	0	0	0	0	0	0	106	107	120	0	0	0	0	333	
One or more suspensions	0	0	0	0	0	0	8	6	5	0	0	0	0	19	
Course failure in ELA or Math	0	0	0	0	0	0	4	9	31	0	0	0	0	44	
Level 1 on statewide assessment	0	0	0	0	0	0	144	152	127	0	0	0	0	423	

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	35	40	52	0	0	0	0	127	

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	0	0	2	0	0	0	0	2	
Students retained two or more times	0	0	0	0	0	0	1	1	3	0	0	0	0	5	

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

Date this data was collected or last updated

Wednesday 7/17/2019

Prior Year - 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	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 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	88	78	0	0	0	0	254	

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	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 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	88	78	0	0	0	0	254	

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	37%	45%	54%	36%	48%	52%
ELA Learning Gains	46%	48%	54%	46%	51%	54%
ELA Lowest 25th Percentile	47%	42%	47%	37%	39%	44%
Math Achievement	41%	49%	58%	42%	48%	56%
Math Learning Gains	52%	51%	57%	58%	54%	57%
Math Lowest 25th Percentile	57%	47%	51%	57%	49%	50%
Science Achievement	39%	47%	51%	42%	51%	50%
Social Studies Achievement	70%	72%	72%	72%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	106 (100)	107 (113)	120 (120)	333 (333)
One or more suspensions	8 (87)	6 (79)	5 (55)	19 (221)
Course failure in ELA or Math	4 (40)	9 (2)	31 (5)	44 (47)
Level 1 on statewide assessment	144 (158)	152 (154)	127 (121)	423 (433)

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	31%	48%	-17%	54%	-23%
	2018	31%	46%	-15%	52%	-21%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	30%	47%	-17%	52%	-22%
	2018	29%	46%	-17%	51%	-22%
Same Grade Comparison		1%				
Cohort Comparison		-1%				
08	2019	30%	49%	-19%	56%	-26%
	2018	34%	52%	-18%	58%	-24%
Same Grade Comparison		-4%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	28%	45%	-17%	55%	-27%
	2018	31%	43%	-12%	52%	-21%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2019	20%	30%	-10%	54%	-34%
	2018	16%	29%	-13%	54%	-38%
Same Grade Comparison		4%				
Cohort Comparison		-11%				
08	2019	38%	47%	-9%	46%	-8%
	2018	38%	43%	-5%	45%	-7%
Same Grade Comparison		0%				
Cohort Comparison		22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	30%	42%	-12%	48%	-18%
	2018	32%	42%	-10%	50%	-18%
Same Grade Comparison		-2%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	95%	62%	33%	67%	28%
2018	100%	68%	32%	65%	35%
Compare		-5%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	73%	-9%	71%	-7%
2018	65%	70%	-5%	71%	-6%
Compare		-1%			
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	88%	49%	39%	61%	27%
2018	90%	52%	38%	62%	28%
Compare		-2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	44%	56%	57%	43%
2018	94%	39%	55%	56%	38%
Compare		6%			

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	28	42	35	32	52	49	16	41			
ELL	25	43	45	29	53	60	22	59	81		
ASN	72	47		67	59						
BLK	40	48	43	39	45	39	43	65	95		
HSP	34	45	49	41	53	58	38	70	86		
MUL	29	33		23	21						
WHT	46	51	44	46	53	64	38	72	88		
FRL	33	43	44	38	51	56	34	69	88		
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		

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
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		

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	52
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	42
Total Points Earned for the Federal Index	519
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
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	46
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	61
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	52
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	27
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	56
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	50
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.

ELA proficiency decreased by 2% from 39% in 2017-2018 to 37% in 2018-2019. Learning gains decreased by 4% as well in ELA. After discussing the data, it seems that instruction was not rigorous enough and did not reach the depth of the standards. Formative data (TeenBiz and iReady) was misleading as it showed students were making progress. Implementation of the core shifts schoolwide was not pursued with fidelity.

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

6th grade Math declined 4% points from 31% in 2017-2018 to 28% in 2018-2019. The 6th grade PLC (Professional Learning Community) had 2 out of 4 teachers who were new to the profession, the pedagogy, and standards. There was a vacancy in January, which affected students' learning progress. The PLC did not reach the level of cohesiveness necessary to advance in maturation to differentiate instruction adequately.

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.

8th grade ELA showed the biggest gap between school and the state with a 26 points differential. Rigorous, standards-based instruction was not consistent throughout the school year. Also, teachers were not given adequate resources to improve their practice, including rigorous feedback on instruction or on lesson planning.

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

Middle School (Algebra) acceleration has the highest improvement moving from 71% to 88%. First, no eligible student was exited from the algebra course. Those students needing additional support were provided additional tutoring before school, were given intensive math courses, and were given support from administration.

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

Two areas of concern are student attendance below 90% and the number of students obtaining a level 1 on the state assessment. During the summer, students with a high rate of absences were flagged and will meet with administration and have a mentor assigned. These students will move through the truancy process if the problem is not resolved. In-school incentives have been set up to

help attendance. Students can earn tangible items such as candy and JAGS bucks to buy items of their choice at the JAG Store, and have the opportunity to attend a dance. To help students achieving a Level 1 on the FSA ELA or Math exam, KMS has started an intervention period that will help students master current standards. Teachers will prepare lessons based on formative data. Students will be placed in groups according to their current needs. In addition, every teacher has been provided with a list of students who fall into the "bubble" range. These students are either close to achieving proficiency or are close to falling into the level 1 range. Teachers will be talked to differentiate instruction and monitor these students' progress to ensure they are successful.

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

1. Increase Proficiency in English Language Arts
2. Increase Proficiency in Math
3. Work in High-Functioning PLCs
4. Increase Proficiency in Science
5. Ensure Post Secondary Culture for ALL Students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ensure high levels of learning for all students in literacy
Rationale	Literacy is a building block of almost all areas of academics. This past year, KMS lost ground in both learning gains and proficiency across grade levels in literacy.
State the measurable outcome the school plans to achieve	Increase ELA proficiency to 45% as measured on the ELA FSA exam.
Person responsible for monitoring outcome	Kari Ordiales (kari.ordiales@osceolaschools.net)
Evidence-based Strategy	KMS will use professional development to enhance learning for ALL students including ELL/ESE, including KAGAN, CORE CONNECTIONS, ELLEVATION, and COLLABORATIVE TEACHING, all of which can be used in conjunction with the core shifts and are aligned with the marzano instructional framework and the district goals of increasing students' reading, writing, solving, and talking. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	Ongoing professional development on best instructional practices that increase student engagement and attend to students' individual needs is likely to result in high levels of learning.
Action Step	
Description	<ol style="list-style-type: none"> 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. Classroom walk-throughs, coaching feedback, and data chats will be conducted on a regular basis and will be used to provide feedback to teachers. 2. ELA Core Shifts will be evident in all classrooms in lessons, tasks and assessments. Two half-day Professional Development opportunities for ELA teachers will take place throughout the school year to help teachers implement the core shifts and engage in data mining. 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. Remediation will be conducted as needed, targeting lower quartile students during Jaguar Jumpstart and other tutoring opportunities. 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. Student assessment and classroom walk-through data will drive the decisions on which teachers need support. 4. Strategic interventions for Tier 2/3 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 with the help of additional intervention will be reviewed by the MTSS team. Teacher created booklets will be used for intervention.

5. Administration and coaches will visit classes regularly to offer support, feedback, and encouragement. The data from these visits will be discussed at stocktake meetings to better inform decisions on how to proceed with teacher and student supports.

Person

Responsible

Kari Ordiales (kari.ordiales@osceolaschools.net)

#2	
Title	Strengthen collaborative processes to ensure that the learning needs of all students are met
Rationale	The data shows that PLCs are not operating consistently at a high level on the Seven Stages Rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area.
State the measurable outcome the school plans to achieve	<p>All ELA, Reading, Math, Science, Civics, and US History PLCs will be at Stage 5 on the PLC Seven Stage Rubric by the end of Semester 1 2019-2020 assessed by the Principal using the Seven Stage Rubric and format data.</p> <p>All PLCs will be at stage 5 or above on the PLC Seven Stage Rubric assessed by the Principal by May 2020.</p> <p>ELA, Math, proficiency and gains will increase by 4% in all sub groups.</p> <p>Science proficiency will increase by 4% in all sub groups</p> <p>Social Studies proficiency will increase by 4% in all sub groups.</p>
Person responsible for monitoring outcome	Sarah McKenney (sarah.mckenney@osceolaschools.net)
Evidence-based Strategy	<p>Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Monitoring -</p> <ol style="list-style-type: none"> 1. Administration, PLC Lead, and PLC Guided Coalition will meet to discuss all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team weekly. 2. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams by the Principal. With the addition of formative assessment scores for Math, ELA, and Science PLCs. 3. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 4. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model. 5. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. 6. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 7. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	If teachers participate in authentic collaborative teams, that produce engaging lessons using high yield strategies and best practices and are monitoring the progress to guide the instruction, then student achievement will increase.
Action Step	

Description	<ol style="list-style-type: none"> 1.Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team. 2. Principal and assistant principal (s) will conduct daily walk-through's of PLC teams to ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC. 3.Collaborative teaming professional development will be conducted throughout the year to build shared knowledge of PLC processes. 4. School City will be used by each PLC team for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs. Professional development will be conducted to train staff on the School City platform. 5. Mentoring will be conducted for teams who are struggling, and additional support will be given so they become an effective collaborative team. 6. A PLC Guiding Coalition will be formed to oversee the process. 7. District formative assessments will be given every four and a half weeks in all accountability areas. 8. Principals will present within their schoolwide PLC a State of Education on a quarterly period to their staff (August 2019, November 2019, January 2020, and March 2020).
Person Responsible	Sarah McKenney (sarah.mckenney@osceolaschools.net)

#3	
Title	Ensure high levels of mathematics achievement for all students
Rationale	Despite growth over the past two years, our achievement level has maintained scores between 40% and 45%.
State the measurable outcome the school plans to achieve	Reach 46% of students achieving above a Level 3 on the FSA Math Assessment in the Spring of 2020.
Person responsible for monitoring outcome	Amanda Hirschauer (amanda.hirschauer@osceolaschools.net)
Evidence-based Strategy	<p>KMS will use professional development to enhance learning for ALL students including ELL/ESE, including KAGAN, PEARSON, ELLEVATION, and COLLABORATIVE TEACHING, all of which can be used in conjunction with the core shifts and are aligned with the marzano instructional framework and the district goals of increasing students' reading, writing, solving, and talking. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.</p>
Rationale for Evidence-based Strategy	Ongoing professional development on best instructional practices that increase student engagement and attend to students' individual needs is likely to result in high levels of learning. Learning how to use the newly-adopted textbook can help teachers maximize the effectiveness of their instruction.
Action Step	
Description	<ol style="list-style-type: none"> 1. Unit lesson plans will include scales, instructional techniques, strategies, and assessments that are on grade level and at the full intent of the standard. Classroom walk-throughs, coaching feedback, and data chats will be conducted on a regular basis and will be used to provide feedback to teachers. All data chats will be tied to a goal of 50% proficiency. The ELL task force will help develop accommodations for ELL students within lesson plans. Collaborative teachers (regular ed. and VE) will develop scaffolds to make instruction adequate for ESE students. 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. Two half-day Professional Development opportunities for Math teachers will take place throughout the school year to help teachers implement the core shifts and engage in data mining. The PD for the shifts will be conducted in pre-planning and once quarterly by our Math coach Amanda Hirschauer. Additional training will be held for teachers who show a need through data. Remediation will be conducted as needed, targeting lower quartile students during Jaguar Jumpstart and other tutoring opportunities. 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, teachers will participate in a coaching cycle. These coaching cycles will be done by our Math coach and will start after the first quarter when there is enough data to show trends.

4. Interventions for Tier 2/3 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. Teacher created booklets will be used for intervention.

5. Administration and coaches will visit classes on a regular basis 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 stocktakes to better inform our action steps.

Person**Responsible**

Amanda Hirschauer (amanda.hirschauer@osceolaschools.net)

#4	
Title	Ensure high levels of science achievement for all students
Rationale	Over the last two school years, KMS has declined in Science FSA proficiency from 41% to 39 %.
State the measurable outcome the school plans to achieve	Our goal is to meet or exceed the district average of 47% proficient during the 2019-20 school year.
Person responsible for monitoring outcome	Amanda Hirschauer (amanda.hirschauer@osceolaschools.net)
Evidence-based Strategy	KMS will use professional development to enhance learning for ALL students including ELL/ESE, including KAGAN, DISCOVERY ED, and ELLEVATION, all of which are aligned with the marzano instructional framework and the district goals of increasing students' reading, writing, solving, and talking. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.
Rationale for Evidence-based Strategy	Ongoing professional development on best instructional practices that increase student engagement and attend to students' individual needs is likely to result in high levels of learning. Learning how to use the newly-adopted online textbook can help teachers maximize the effectiveness of their instruction.
Action Step	
Description	<ol style="list-style-type: none"> 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. Classroom walk-throughs, coaching feedback, and data chats will be conducted on a regular basis and will be used to provide feedback to teachers. 2. ELA Core Shifts will be evident in all classrooms in Science lessons, tasks and assessments. Regular exposure to complex text in Science will be an emphasized to increase opportunities to engage students in reading, writing, solving, and talking. 3. Two half-day Professional Development opportunities for Science teachers will take place throughout the school year to help teachers implement the core shifts and engage in data mining. Remediation will be conducted as needed, targeting lower quartile students during Jaguar Jumpstart and other tutoring opportunities. 4. Coaching cycles will be completed with Science teachers whose student data indicate the need for support in steps 1 and 2. Student assessment and classroom walk-through data will drive the decisions on which teachers need support. 5. Students who do not show proficiency on common assessments will receive additional support during the intervention period to ensure mastery. Teacher created booklets will be used for intervention. 6. Administration and coaches will visit classes regularly to offer support, feedback, and encouragement. The data from these visits will be discussed at stocktake meetings to better inform decisions on how to proceed with teacher and student supports.

Person Responsible Amanda Hirschauer (amanda.hirschauer@osceolaschools.net)

#5

Title Ensure a schoolwide post-secondary culture for all students

Rationale Providing students with the opportunity to accelerate and become aware of the opportunities after school is a necessary goal to maximize student success.

State the measurable outcome the school plans to achieve

KMS plans to raise our school average of 88% in acceleration to 93% during the 2019-20 school year.

Person responsible for monitoring outcome

Kari Ordiales (kari.ordiales@osceolaschools.net)

Evidence-based Strategy

KMS will promote school-wide organization and collaboration, and the use of WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies, tied to the district initiative of Read, Write, Talk, Solve. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure correct processes are being used in the analyzing and planning for student achievement. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. Principal will share and update the Chief of Staff and Assistant Superintendents during their half way point check in on progress of the Area of Focus through the School Stocktake Model.

Rationale for Evidence-based Strategy

By increasing the number of students who have the AVID elective, promoting WICOR and AVID schoolwide initiatives, KMS intends to promote a culture of post-secondary education.

Action Step

Description

1. Hire and sustain instructional leaders that promote acceleration and post-secondary education.
2. Train all staff to use AVID strategies in conjunction with instructional strategies in the classroom.
3. Conduct monthly AVID binder checks, collecting data to be used within the schools Stocktake.
4. Track the number of students in AVID and continue to place students into the program based on individual needs.
5. Monitor student performance and growth through PLC's and the MTSS process to better serve our students. Student performance will help drive student need.
- 6- Ask students to complete College Awareness survey (twice a year)
7. Promote college and career readiness by rewarding good attendance and discipline, while tracking the data through the Hero program.

Person Responsible

Kari Ordiales (kari.ordiales@osceolaschools.net)

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).

Student engagement, although embedded within each of our areas of focus, continues to be an area of focus for KMS. Over the last few school years, we have provided professional development and allocated funds to programs such as Hero and Kagan. Hero is used for discipline and attendance. Attendance is an area of needed improvement and we hope by using Hero, we can raise our school attendance. Kagan cooperative learning structures provide teachers with the necessary tools to not only get students working in groups, but to also provide instruction that is intriguing to students.

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, 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.

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and trainings provided by the school. The school uses notes from the group discussion to guide writing the plan.

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.

The school district has added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students. Second Step intervention kits were distributed to all elementary and K-8 schools to support socio-emotional needs of students.

Our district has a one-step referral system for mental health concerns. Through Title IV funding, students are screened by Panorama to determine needs for socio-emotional needs. Middle School Counselors receive training in Suicide Awareness. High School presentations are done to recognize signs of chronic absence and mental illness. A full time social worker is assigned to each high school.

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

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the

opportunity to explore career options and interests.

A DJJ Commitment Specialist is employed to support students entering/leaving the juvenile justice program and a transition plan is created to help any students leaving DJJ and returning to their home-zoned 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 meet to dis-aggregate data and identify students who need services in Tier 2 and Tier 3. Given the overwhelming number of students scoring below grade level. Our focus is to strengthen the instruction and interventions available through Tier 1.

Title I, Part A

Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part D

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

Title II

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, Standards Based Instruction, and Professional Learning Communities (PLC).

Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening of all second grade Title I students.

Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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

Supplemental district guidance counselors support course acceleration and college and career achievement at the secondary level. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh grade to learn about career options and potential areas of study.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Ensure high levels of learning for all students in literacy				\$11,488.95
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	750-Other Personal Services	0251 - Kissimmee Middle School	Title, I Part A		\$4,500.00
			<i>Notes: Substitute pay for teachers to have PD on implementing the core shifts and engage in data mining</i>			
	5100	220-Social Security	0251 - Kissimmee Middle School	Title, I Part A		\$21.75
			<i>Notes: Social Security Calculations</i>			
	5100	120-Classroom Teachers	0251 - Kissimmee Middle School	Title, I Part A		\$6,000.00
			<i>Notes: Remediation conducted as needed, targeting lower quartile students during Jaguar Jumpstart and other tutoring opportunities</i>			
	5100	200-Employee Benefits	0251 - Kissimmee Middle School	Title, I Part A		\$508.20
			<i>Notes: Benefits (retirement) Calculation</i>			
	5100	220-Social Security	0251 - Kissimmee Middle School	Title, I Part A		\$459.00
			<i>Notes: Social Security</i>			
2	III.A.	Areas of Focus: Strengthen collaborative processes to ensure that the learning needs of all students are met				\$0.00
3	III.A.	Areas of Focus: Ensure high levels of mathematics achievement for all students				\$11,488.95
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	750-Other Personal Services	0251 - Kissimmee Middle School	Title, I Part A		\$4,500.00
			<i>Notes: Substitute pay for teachers to have PD on implementing the core shifts and engage in data mining</i>			
	5100	220-Social Security	0251 - Kissimmee Middle School	Title, I Part A		\$21.75
	5100	120-Classroom Teachers	0251 - Kissimmee Middle School	Title, I Part A		\$6,000.00
	5100	200-Employee Benefits	0251 - Kissimmee Middle School	Title, I Part A		\$508.20
	5100	220-Social Security	0251 - Kissimmee Middle School	Title, I Part A		\$459.00

4	III.A.	Areas of Focus: Ensure high levels of science achievement for all students				\$11,488.95
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	750-Other Personal Services	0251 - Kissimmee Middle School	Title, I Part A		\$4,500.00
			<i>Notes: Substitute pay for teachers to have PD on implementing the core shifts and engage in data mining</i>			
	5100	220-Social Security	0251 - Kissimmee Middle School	Title, I Part A		\$21.75
	5100	120-Classroom Teachers	0251 - Kissimmee Middle School	Title, I Part A		\$6,000.00
			<i>Notes: Remediation conducted as needed, targeting lower quartile students during Jaguar Jumpstart and other tutoring opportunities</i>			
	5100	210-Retirement	0251 - Kissimmee Middle School	Title, I Part A		\$508.20
	5100	220-Social Security	0251 - Kissimmee Middle School	Title, I Part A		\$459.00
5	III.A.	Areas of Focus: Ensure a schoolwide post-secondary culture for all students				\$4,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	0251 - Kissimmee Middle School	Title, I Part A		\$4,900.00
			<i>Notes: Promote college and career readiness by rewarding good attendance and discipline, while tracking the data through the HERO program</i>			
Total:						\$39,366.85