Marion County Public Schools

Fort King Middle School

2019-20 Schoolwide Improvement Plan

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Fort King Middle School

545 NE 17TH AVE, Ocala, FL 34470

[no web address on file]

Demographics

Principal: Michael Carter

Start Date for this Principal: 5/1/2015

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: B (54%) 2017-18: B (57%) 2016-17: C (52%) 2015-16: D (40%) 2014-15: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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 Marion 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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Fort King Middle School

545 NE 17TH AVE, Ocala, FL 34470

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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	75%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

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

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Ft. King Middle School recognizes that each child is an individual; that all children are creative; that all children need to succeed. Therefore, Ft. King Middle School respects the individual needs of children; fosters a caring and creative environment; and emphasizes the social, emotional, physical, and intellectual development of each child.

Provide the school's vision statement.

Ft. King Middle School will challenge students of all abilities to achieve excellence in a wide range of academic, cultural, and sporting activities. It will equip students for the demands and opportunities of the twenty-first century by offering a differentiated, effective and rigorous curriculum as an entitlement to all. A professional and highly motivated staff, in partnership with parents, will encourage each student to achieve his/her full potential. In a discipline and caring environment, based on mutual respect, each student will be valued as an individual in his/her own right and his/her moral development encouraged.

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
Smallridge, Gary	Principal	
Shepler, Teresa	School Counselor	
Trombly, Chuck	Dean	
Jones, Ronald	Assistant Principal	
Jones, Renee	Assistant Principal	
Fowler, Dedra	Dean	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	358	346	353	0	0	0	0	1057
Attendance below 90 percent	0	0	0	0	0	0	67	62	55	0	0	0	0	184
One or more suspensions	0	0	0	0	0	0	86	85	59	0	0	0	0	230
Course failure in ELA or Math	0	0	0	0	0	0	77	71	65	0	0	0	0	213
Level 1 on statewide assessment	0	0	0	0	0	0	91	131	133	0	0	0	0	355

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	219	202	237	0	0	0	0	658

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	21	24	18	0	0	0	0	63
Students retained two or more times	0	0	0	0	0	0	1	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)
69

Date this data was collected or last updated
Tuesday 7/16/2019

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	115	118	138	0	0	0	0	371
One or more suspensions	0	0	0	0	0	0	82	81	74	0	0	0	0	237
Course failure in ELA or Math	0	0	0	0	0	0	72	49	93	0	0	0	0	214
Level 1 on statewide assessment	0	0	0	0	0	0	100	100	85	0	0	0	0	285

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	222	209	293	0	0	0	0	724

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	115	118	138	0	0	0	0	371
One or more suspensions	0	0	0	0	0	0	82	81	74	0	0	0	0	237
Course failure in ELA or Math	0	0	0	0	0	0	72	49	93	0	0	0	0	214
Level 1 on statewide assessment	0	0	0	0	0	0	100	100	85	0	0	0	0	285

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	222	209	293	0	0	0	0	724

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	42%	49%	54%	43%	45%	52%
ELA Learning Gains	49%	54%	54%	50%	48%	54%
ELA Lowest 25th Percentile	40%	46%	47%	39%	36%	44%
Math Achievement	56%	54%	58%	48%	47%	56%
Math Learning Gains	59%	58%	57%	59%	54%	57%
Math Lowest 25th Percentile	57%	50%	51%	50%	45%	50%
Science Achievement	41%	46%	51%	48%	44%	50%
Social Studies Achievement	66%	70%	72%	68%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	358 (0)	346 (0)	353 (0)	1057 (0)
Attendance below 90 percent	67 (115)	62 (118)	55 (138)	184 (371)
One or more suspensions	86 (82)	85 (81)	59 (74)	230 (237)
Course failure in ELA or Math	77 (72)	71 (49)	65 (93)	213 (214)
Level 1 on statewide assessment	91 (100)	131 (100)	133 (85)	355 (285)

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	33%	45%	-12%	54%	-21%
	2018	37%	44%	-7%	52%	-15%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2019	40%	46%	-6%	52%	-12%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	39%	43%	-4%	51%	-12%
Same Grade Comparison		1%				
Cohort Comparison		3%				
08	2019	48%	50%	-2%	56%	-8%
	2018	50%	49%	1%	58%	-8%
Same Grade Comparison		-2%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	43%	46%	-3%	55%	-12%
	2018	44%	42%	2%	52%	-8%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2019	51%	49%	2%	54%	-3%
	2018	49%	49%	0%	54%	-5%
Same Grade Comparison		2%				
Cohort Comparison		7%				
08	2019	55%	41%	14%	46%	9%
	2018	46%	43%	3%	45%	1%
Same Grade Comparison		9%				
Cohort Comparison		6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	43%	44%	-1%	48%	-5%
	2018	49%	46%	3%	50%	-1%
Same Grade Comparison		-6%				
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%	65%	-3%	71%	-9%
2018	63%	64%	-1%	71%	-8%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
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	92%	54%	38%	61%	31%
2018	87%	57%	30%	62%	25%
Compare		5%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	51%	-51%	57%	-57%
2018	0%	54%	-54%	56%	-56%
Compare		0%			

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	16	45	39	22	46	45	11	33			
ELL	22	59	50	41	47	40	22	36			
ASN	73	64		80	60						
BLK	28	41	37	41	54	62	28	53	71		
HSP	38	54	43	52	57	55	33	59	70		
MUL	46	54	38	55	66	67	50	67	64		
WHT	47	49	41	64	61	54	48	71	78		
FRL	35	46	40	50	57	57	34	58	65		
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	18	40	41	25	57	59	24	31	20		
ELL	22	52	50	30	59	53		56			
ASN	63	47		81	88						
BLK	29	46	49	36	65	68	21	52	61		
HSP	39	60	61	44	62	63	56	58	69		
MUL	44	57	33	61	76		48	65	73		
WHT	51	51	42	63	68	69	59	71	73		

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
FRL	36	49	48	48	65	66	45	58	65		

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	11	29	26	17	46	39	24	36			
ELL	7	33	37	13	49	57		31			
ASN	69	77		77	62						
BLK	24	41	38	26	49	46	22	47			
HSP	41	50	34	41	59	51	46	69	76		
MUL	37	53	47	44	63	50	28	58			
WHT	50	52	40	59	62	53	58	76	55		
FRL	37	44	33	41	56	50	41	63	54		

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	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	539
Total Components for the Federal Index	10
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	69
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	46
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	51
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	56
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	57
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.

6th grade ELA data showed the lowest performance with having only 33% proficient in 2019. 7th grade had 40%, while 8th came in at 48%.

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

6th grade ELA showed the greatest decline in proficiency by declining 4% from 37% in 2018 to 33% in 2019. FKMS had a 6th grade ELA teacher out on maternity leave for half the school year. The classroom had a continuing substitute, but that sub was not certified in English.

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.

6th grade ELA had the greatest gap when compared to the state average with a 21% difference. 6th grade ELA has historically been the lowest performing area for FKMS, but the school shows gains in proficiency in 7th and again in 8th.

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

8th grade Math showed the most improvement by increasing from 46% proficient in 2018 to 55% in 2019. This is a direct result of adding in intensive math classes to the master schedule 3 years ago. In 2015, FKMS had only six sections of intensive math for 6th grade only. Currently, FKMS schedules 24 sections of intensive math, which is offered to 6th, 7th and 8th grade students.

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

1) 213 students failed ELA or Math
2) 355 students were level 1 on FSA ELA or Math

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

1. Increase the percentage of proficient ELA students in grades 6-8 by 5%, and grade 6 ELA by a minimum of 7%.
2. Increase our ELA Learning Gains for the BQ by 10% to reach 50% in 2020.
3. Continue our Intensive Math Program of a minimum of 24 sections for grades 6-8 to maintain our math proficiency and LGs.
4. Continue to fund via Title I funds a Content Area Specialist to support our teachers in teaching strategies to engage students and to maximize student achievement.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Curriculum- Continue to offer Intensive Math to all level 1 and 2 students in grades 6-8 and to reduce class sizes in general math classes in grades 6-8. To provide i-Ready Instruction Upgrade in Math and i-Ready Math Toolbox to the math teachers.
Rationale	To maintain the math learning gains and achievement progress made over the past three years, as measured by FSA Math. In addition to maintaining the growth experienced over the past two year, which helped move FKMS to a "B" from a "D" in two years, FKMS will increase the learning gains in math by 5% from 59% to 64% in 2020. The intended outcome is to keep the two additional math teachers on the roster and part of the master schedule for 2019-2020.
State the measurable outcome the school plans to achieve	If we continue to fund two additional math teachers with our Title I budget to help reduce class size; add intensive math sections to the Ft. King Middle School master schedule, and provide them with the I-Ready Toolbox & Instruction upgrade, then the percentage of proficient FSA math scores will increase by 5% from 56% to 61% and the percentage of level one or level two FSA math scores will decrease by 5% to 39% from 44%; and Students with Disabilities scoring proficient on FSA Math will increase by 10% from 22% in 2019 to 32% in 2020.
Person responsible for monitoring outcome	Gary Smallridge (gary.smallridge@marion.k12.fl.us)
Evidence-based Strategy	Adding Intensive Math to a level 1 or level 2 student's schedule allows time for the teacher to teach the non-proficient student from their level to build a strong mathematical foundation, which allows such students to pass their regular math class and rise to a proficient score on FSA. If Intensive Math is offered over a three-year period during the middle school years, it allows time to bring up even the lowest performers.
Rationale for Evidence-based Strategy	FKMS only offered six sections of Intensive Math in 2016, and those six sections were only for 6th grade students. In 2017 FKMS build the Intensive Math Program up to 24 sections. In 2016, FKMS had 42% of all math students at the proficient level on FSA. In 2019, FKMS had 56% of all math students at the proficient level on FSA. Learning Gains in Math increased from 47% in 2016 to 59% in 2019. Math Learning Gains for the BQ increased from 37% in 2016 to 57% in 2019.

Action Step	
Description	1. The principal will maintain two Title I math teachers in the budget and in the SIP for 2019-2020 and will build a master schedule using the two additional teachers to either reduce class sizes in the general math classes or to teach additional intensive math sections. Purchase the I-Ready Toolbox and Instruction Upgrade for the math teachers. 2. We will monitor effectiveness by reviewing I-Ready data each quarter to look for progress of the intensive math students, as well as the regular math students. The intensive math teachers will work and plan with the general math teachers to monitor their students' progress. The intensive math teachers will concentrate teaching time based on the skills their students are struggling most with in the general math classes and that are identified by the I-Ready data. The intensive math teachers will remediate the deficient skills in small group during intensive math. The regular math teachers will reteach deficient skills as well in the regular math class.

Person Responsible	Gary Smallridge (gary.smallridge@marion.k12.fl.us)

#2	
Title	Instruction- Offer more sections of Intensive Reading and/or Reduce class sizes in ELA classes.
Rationale	If FKMS hires an additional Intensive Reading/ELA teacher in sixth grade, class sizes could be reduced in ELA classes and more sections of Intensive Reading could be offered to our students.
State the measurable outcome the school plans to achieve	If FKMS had smaller ELA classes and more sections of Intensive Reading classes, then we could reduce the percentage of level ones and twos by 10% in 2020 from 58% to 48%, as measured by the FSA ELA. Having the additional teacher would help to increase the percentage of proficient students in 6th grade ELA by 5% from 33% to 38%. The additional teacher would help to increase the ELA learning Gains by 10% from 49% in 2019 to 59% in 2020.
Person responsible for monitoring outcome	Gary Smallridge (gary.smallridge@marion.k12.fl.us)
Evidence-based Strategy	Adding Intensive Reading and reducing class-sizes to a level 1 or level 2 student's schedule allows time for the teacher to teach the non-proficient student from their level to build a stronger vocabulary and reading foundation, which allows such students to pass their regular ELA class and rise to a proficient score on FSA. If Intensive Reading is offered over a three-year period during the middle school years, it allows time to bring up even the lowest performers.
Rationale for Evidence-based Strategy	In 2016, FKMS had 39% of all ELA students at the proficient level on FSA. In 2019, FKMS had 42% of all ELA students at the proficient level on FSA. Learning Gains in ELA increased from 41% in 2016 to 49% in 2019. ELA Learning Gains for the BQ increased from 36% in 2016 to 40% in 2019.

Action Step	
Description	1. The principal will hire an additional ELA/Intensive Reading teacher for 6th grade. The principal will create a master schedule adding additional sections of Intensive Reading and ELA sections. The intensive reading teacher will monitor the I-Ready data weekly to set up small groups to remediate skills students are testing as deficient. The ELA teachers will monitor I-Ready data to reteach deficient skills as well. The administration will monitor I-Ready data to offer intensive reading to students without an FSA score from last year that is testing below grade level. 2. We will monitor effectiveness by reviewing I-Ready data each quarter. The intensive reading teachers will work and plan with the general ELA teachers to monitor their students' progress. The intensive reading teachers will concentrate teaching time based on the skills their students are struggling with most by using the i-Ready data and lessons provided in i-Ready.
Person Responsible	Gary Smallridge (gary.smallridge@marion.k12.fl.us)

#3	
Title	Instruction- Provide additional support to teachers and students in Rigorous Teaching Strategies in both ELA and Reading.
Rationale	To assist teachers, including teachers of Students with Disabilities, in implementing rigorous teaching strategies in their classrooms to increase the percent of proficient students in ELA by 10% from 42% in 2019 to 52% in 2020, as measured on the FSA ELA; and our Students with Disabilities scoring proficiently on FSA in ELA will increase by 10% from 16% to 26% in 2020. The CAS will help train teachers in AVID strategies such as Socratic Circle, Focused Note Taking, WICOR strategies, Tutorials, etc.
State the measurable outcome the school plans to achieve	If we hire a Content Area Specialist in Literacy to coach teachers and to assist with Staff Development, then Ft. King Middle School's percent of proficient ELA students will increase by 10% from 42% in 2019 to 52% in 2020, as measured by the FSA; and our Students with Disabilities scoring proficiently on FSA in ELA will increase by 10% from 16% to 26% in 2020.
Person responsible for monitoring outcome	Renee Jones (renee.jones@marion.k12.fl.us)
Evidence-based Strategy	AVID School-Wide Implementation Model & Teacher Walkthroughs of other high performing teachers.
Rationale for Evidence-based Strategy	AVID teaching strategies promotes collaborative structures to engage students, which increases performance. FKMS is moving towards school-wide implementation. Teachers have more buy-in when they observe other teachers on their own campus. When a teacher can see good teaching in action, they are more likely to change their way of teaching or to try a new strategy. The administration of FKMS are seeing AVID strategies being implemented within the classrooms. 100% of the FKMS staff implemented at least one new AVID strategy in 2019.

Action Step	
Description	1. Our CAS will offer a PD course once per month to the entire faculty covering the AVID strategies mentioned in the Intended Outcome. Each quarter, subs will be provided for teachers to complete walkthroughs in other teachers classrooms that will be modeling the same AVID strategies learned in the courses offered by (Content Area Specialist) or learned in the summer AVID training. Teachers will then have help implementing the new strategies by using what they learned in the walkthrough, the PD course and with assistance by the CAS, if needed. This process will continue each quarter for the entire year. 2. Effectiveness will be monitored by reviewing the number of teachers volunteering to model the strategies and by the number of teachers signing up to complete walkthroughs. Once the walkthroughs are completed, effectiveness will be monitored by the administration by seeing the strategies being used in the classrooms when completing classroom observations. If the training is replicated and implemented appropriately by the teachers, the % of proficient ELA scores should increase by 10% from 42% to 52%, as measured by the FSA.
Person Responsible	Renee Jones (renee.jones@marion.k12.fl.us)

#4	
Title	Process- Provide time for a para to contact Plato students' families for updates on progress of courses.
Rationale	Rationale: If students can complete PLATO courses during the school day, with the assistance of the lab manager and their families, students will not feel like they can never catch up. Students recovering classes during the school year will be ready to move on to high school with their peers and will be less likely to drop out of school when they are 16. If parents receive updates twice per month, students will stay on track to finish their PLATO courses during the school year and not have the need for summer school.

State the measurable outcome the school plans to achieve	If we hire a paraprofessional for one hour per day to call parents for PLATO updates, then we could reduce the number of students needing summer school by 20%, reducing the number of students needed to recover classes in order to move on to high school at the end of the 2019-2020 school year from 48 to 38. The goal would be to reduce this number by 10 students or more at the end of the 2019-2020 school year.
Person responsible for monitoring outcome	Gary Smallridge (gary.smallridge@marion.k12.fl.us)
Evidence-based Strategy	FKMS reduced the number of students taking PLATO unit recovery during the summer by 10 for 2019 compared to 2018. Continuing this area of focus will allow FKMS to continue avoid having 60 students needing unit recovery, as in past years.
Rationale for Evidence-based Strategy	FKMS reduced the number of students taking PLATO unit recovery during the summer by 10 for 2019 compared to 2018. Continuing this area of focus will allow FKMS to continue avoid having 60 students needing unit recovery, as in past years.
Action Step	
Description	1. Hire a paraprofessional for one hour per day to call parents twice per month, giving them updates on their children's progress in their PLATO courses. 2. Review call logs from para monthly. 3. Review PLATO completion rates monthly. .
Person Responsible	Gary Smallridge (gary.smallridge@marion.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).

(optional)

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.

FKMS will build capacity for meaningful parent/family engagement by hosting a Literacy Night in November of 2019 and a Math Night in January of 2020. Our Literacy and Math Coaches will lead the activities to help parents with strategies and resources to assist their children at home with homework and FSA preparation (targeting families of students failing math and/or ELA). Parents will learn ways to help their children to become better readers and to read for fun. Parents will learn strategies to help their students solve real world mathematical applications. Parents will learn how to sign up and utilize the Parent Portal and their options if their child does fail a course.
FKMS is building community relationships to help increase student achievement by teaming with businesses and organizations that serve our students. For example, FKMS now holds our awards ceremonies at the First Assembly of God, which is a beautiful and comfortable venue located near the school. FKMS does not have an auditorium to hold large-scale ceremonies. The partnership with the church allows a comfortable environment to celebrate the successes of our students.
FKMS has teamed with Pediatric Associates of Ocala as a Business Partner. This partnership is providing funds to help purchase technology for our classrooms, as well as funds to help recognize students for good behavior and academic progress. Our local Zaxby's restaurant has collaborated with FKMS to help provide resources of food for student recognition events, as well as staff luncheons. These partnerships promote student achievement and boosts moral by both students and staff, which helps create a positive culture at the school level.

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.

MCPS Psychological Services supports the united efforts of parents, educators, and the community to raise student performance. Psychological Services provides assessment, consultation, progress monitoring, and mental health services to improve the academic and emotional well-being of all students. Crisis Response Resources Information and resources to assist parents and educators help students through a time of crisis: Talking to Children About Violence: Tips for Parents and Teachers Bullies and Victims: A Primer for Parents When Grief/Loss Hits Close to Home: Tips for Caregivers Care for the Caregiver: Tips for Families and Educators
What You CAN Do - Meaningful Action Matters in the Face of Violence Helping Children Cope With Traumatic Events Trauma Informed Care Resources Suicide Prevention - 13 Reasons Why: Information Sheet and Resource Guide Prevensión del Suicidio Juvenil: Consejos para Padres y Educadores?

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

As students transition to 6th grade, our school hosts orientation opportunities for incoming students in the spring prior to their arrival. FKMS also offers 6th grade students and opportunity to familiarize themselves to the campus before school starts with our 6th grade orientation day. Information flyers and call-out messages are shared with the parents as well. Additionally, our schools hosts on the Friday before school starts, an opportunity for all families to come visit the campus and ask their questions.

Once school starts, our staff reviews policies and procedures as well as monitors for assistance, any student who may still need additional support. As well, for students with disabilities or 504 plan, articulation meetings are held.

A similar system is held for outgoing 8th grade students. The high schools visit our campus and share information regarding their schools. Orientations are hosted at each high school. Articulation meetings are held for 504 and students with disabilities.

Early learning, elementary, middle and high school curriculum maps are shared and utilized throughout all levels of education to ensure an alignment of standards and expectations to support incoming and outgoing cohorts of student in transition from one school level to another.

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.

Through constant data analysis of student data, teacher evaluation data, surveys (teacher, school, community), and budgets, the administration uses a team approach to develop short term and long term goals for each school year. After which, the leadership team, comprised of all synergy team members and department chairs, work through the 8 step model together and identify instructional strategies, barriers and resources to support student achievement. This is then shared amongst all stakeholders.

Title I – Part C – Migrant Program:
District funds are used to purchase:
• School supplies
• Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families.
• Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.
• Families must meet the federal eligibility to participate in the program.

Title I –Part D- Neglected and Delinquent Title II – Part A:
• District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

Title III – Part A:
• Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Title X:
• District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals….) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI) Dropout prevention and academic intervention programs are funded through the Florida Education Finance Program (FEFP) and Supplemental Academic Instruction categorical funds.

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

Through our vocational department, we encourage our students to discover their passion in either the art of computers, agriscience, technology, band, and/or 2D/3D art. High school courses are offered to 8th grade students who demonstrate the academic achievement level to be successful on the next level. This, in turn, allows students when they get to high school, to take more classes in their chosen field.

Additionally, FKMS is offering AVID as an elective to 6th, 7th and 8th grade students, which promotes college and career awareness. AVID teaching strategies are being taught to the entire staff to engage students in learning and planning for their future.

Part V: Budget

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

1	III.A.	Areas of Focus: Curriculum- Continue to offer Intensive Math to all level 1 and 2 students in grades 6-8 and to reduce class sizes in general math classes in grades 6-8. To provide i-Ready Instruction Upgrade in Math and i-Ready Math Toolbox to the math teachers.				**$122,447.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0221 - Ft. King Middle School	Title, I Part A	2.0	$113,917.00
			Notes: Two Intensive math/CSR teachers & benefits			
	6400	310-Professional and Technical Services	0221 - Ft. King Middle School	Title, I Part A		$30.00
			Notes: PD for I-Ready Training			
	5100	369-Technology-Related Rentals	0221 - Ft. King Middle School	Title, I Part A		$8,500.00
			Notes: Notes			
2	III.A.	Areas of Focus: Instruction- Offer more sections of Intensive Reading and/or Reduce class sizes in ELA classes.				**$56,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0221 - Ft. King Middle School	Title, I Part A	1.0	$56,500.00
			Notes: Salary and Benefits			
3	III.A.	Areas of Focus: Instruction- Provide additional support to teachers and students in Rigorous Teaching Strategies in both ELA and Reading.				**$65,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400	130-Other Certified Instructional Personnel	0221 - Ft. King Middle School	Title, I Part A	1.0	$65,000.00
			Notes: Salary and Benefits			
4	III.A.	Areas of Focus: Process- Provide time for a para to contact Plato students' families for updates on progress of courses.				**$3,191.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6150	160-Other Support Personnel	0221 - Ft. King Middle School	Title, I Part A	0.14	$3,191.00
			Notes: Notes: 1 hour per day for salary and benefits			
					Total:	**$247,138.00**