

School District of Osceola County, FL

Kissimmee Middle School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	19
Positive Culture & Environment	31
Budget to Support Goals	32

Kissimmee Middle School

2410 DYER BLVD, Kissimmee, FL 34741

www.osceolaschools.net

Demographics

Principal: Eugenia Rolando

Start Date for this Principal: 12/18/2018

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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	11
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	32

Kissimmee Middle School

2410 DYER BLVD, Kissimmee, FL 34741

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		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.

We will accomplish our vision by building positive relationships with students and parents and working as high-functioning Professional Learning Communities that use equitable practices.

Provide the school's vision statement.

All students will be emotionally, socially, and academically prepared for COLLEGE and CAREER beyond high school

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Rolando, Eugenia	Principal	<p>Dr. Rolando's duties are to create safe, student-centered, learning environments that maximize student academic achievement and socio-emotional well-being. Dr. Rolando supervises the design of the master schedule, hires and evaluates instructional personnel, and works closely with instructional coaches and mentors to ensure students receive high quality instruction that is adequate for their needs.</p> <p>Dr. Rolando is the contact administrator for accountability and attendance. Dr. Rolando is also responsible for facilities.</p>
Mabra, Jane	Assistant Principal	<p>Mrs. Mabra is responsible for building an evolving master schedule with an intervention period. She facilitates the stock-take process through which the school monitors the effectiveness of the action steps taken to accomplish the school improvement plan. Mrs. Mabra is the contact administrator for Character Strong, BPIE, PBIS.</p> <p>As an instructional leader, Mrs. Mabra hires instructional personnel and evaluates teacher effectiveness together with the Principal and other Assistant Principal.</p>
Melvin, Michael	Assistant Principal	<p>Mr. Melvin is responsible for leading the school operations, safety (including Covid-19 contact tracing and threat assessment), discipline, and state assessment. He is the contact administrator for Professional Learning Communities, SIOP, Panorama Surveys.</p> <p>As an instructional leader, Mr. Melvin hires and evaluates teacher effectiveness together with the Principal and other Assistant Principal.</p>
Hirschauer, Amanda	Math Coach	<p>As a Math Coach, Mrs. Hirschauer assists math teachers with curriculum, lesson planning, and student assessment. Mrs. Hirschauer is also an instructional mentor for new teachers working towards increasing teacher effectiveness and retention.</p>
McKenney, Sarah	Instructional Coach	<p>MTSS Coach, coordinates the school efforts to ensure the leadership team, together with teachers, design and implement adequate action steps to achieve the school goals, including academics, discipline, socio-emotional, and attendance. Mrs. McKenney is also an instructional mentor for new teachers working towards increasing teacher effectiveness and retention.</p>
Ordiales, Kari	Reading Coach	<p>Mrs. Ordiales supports Literacy schoolwide and coordinates efforts among English Language Arts, Intensive Reading, Research, and English Language Development teachers. Mrs. Ordiales is also an instructional mentor for new teachers working towards increasing teacher effectiveness and retention.</p>

Name	Position Title	Job Duties and Responsibilities
Rodriguez Vall, Maria	Dean	Mrs. Rodriguez is responsible for discipline, mentoring students at risk, coordinating NWEA and district assessments, and coordinating safety drills.

Demographic Information

Principal start date

Tuesday 12/18/2018, Eugenia Rolando

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

30

Total number of teacher positions allocated to the school

91

Total number of students enrolled at the school

1,363

Identify the number of instructional staff who left the school during the 2020-21 school year.

24

Identify the number of instructional staff who joined the school during the 2021-22 school year.

23

Demographic Data

Early Warning Systems

2021-22

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	456	449	458	0	0	0	0	1363
Attendance below 90 percent	0	0	0	0	0	0	98	60	72	0	0	0	0	230
One or more suspensions	0	0	0	0	0	0	17	50	51	0	0	0	0	118
Course failure in ELA	0	0	0	0	0	0	0	15	17	0	0	0	0	32
Course failure in Math	0	0	0	0	0	0	0	3	10	0	0	0	0	13
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	131	91	106	0	0	0	0	328
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	122	107	107	0	0	0	0	336
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	74	81	0	0	0	0	155

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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	42	39	33	0	0	0	0	114

Date this data was collected or last updated

Monday 8/23/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	483	460	415	0	0	0	0	1358
Attendance below 90 percent	0	0	0	0	0	0	40	5	4	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	26	60	65	0	0	0	0	151
Course failure in ELA	0	0	0	0	0	0	0	10	7	0	0	0	0	17
Course failure in Math	0	0	0	0	0	0	0	40	22	0	0	0	0	62
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	138	129	108	0	0	0	0	375
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	131	143	107	0	0	0	0	381

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	0	23	28	0	0	0	0	51

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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	3	5	7	0	0	0	0	15

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	483	460	415	0	0	0	0	1358
Attendance below 90 percent	0	0	0	0	0	0	40	5	4	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	26	60	65	0	0	0	0	151
Course failure in ELA	0	0	0	0	0	0	0	10	7	0	0	0	0	17
Course failure in Math	0	0	0	0	0	0	0	40	22	0	0	0	0	62
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	138	129	108	0	0	0	0	375
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	131	143	107	0	0	0	0	381

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	0	23	28	0	0	0	0	51

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	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	3	5	7	0	0	0	0	15

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				37%	45%	54%	39%	47%	53%
ELA Learning Gains				46%	48%	54%	50%	51%	54%
ELA Lowest 25th Percentile				47%	42%	47%	49%	42%	47%
Math Achievement				41%	49%	58%	42%	49%	58%
Math Learning Gains				52%	51%	57%	49%	55%	57%
Math Lowest 25th Percentile				57%	47%	51%	52%	52%	51%
Science Achievement				39%	47%	51%	41%	48%	52%
Social Studies Achievement				70%	72%	72%	74%	75%	72%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	31%	48%	-17%	54%	-23%
Cohort Comparison						
07	2021					
	2019	30%	47%	-17%	52%	-22%
Cohort Comparison		-31%				
08	2021					
	2019	30%	49%	-19%	56%	-26%
Cohort Comparison		-30%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	28%	45%	-17%	55%	-27%
Cohort Comparison						
07	2021					
	2019	20%	30%	-10%	54%	-34%
Cohort Comparison		-28%				
08	2021					
	2019	38%	47%	-9%	46%	-8%
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	30%	42%	-12%	48%	-18%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	62%	33%	67%	28%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	64%	73%	-9%	71%	-7%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	88%	49%	39%	61%	27%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	44%	56%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

We will be using NWEA for progress monitoring in all grade levels, for English Language Arts and Math. We will also use NWEA for Science. We will use district-created pre-tests to progress monitor for Civics.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39	25	31
	Economically Disadvantaged	35	20	26
	Students With Disabilities	24	8	14
	English Language Learners	25	15	19
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33	27	22
	Economically Disadvantaged	28	20	19
	Students With Disabilities	19	9	10
	English Language Learners	21	19	13

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	35	29
	Economically Disadvantaged	36	32	27
	Students With Disabilities	13	11	10
	English Language Learners	28	25	22
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	21	20
	Economically Disadvantaged	30	18	18
	Students With Disabilities	7	4	3
	English Language Learners	26	15	14
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8					
		Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		36	34	32
	Economically Disadvantaged		37	34	34
	Students With Disabilities		14	14	10
	English Language Learners		21	19	16
		Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		31	22	20
	Economically Disadvantaged		30	19	20
	Students With Disabilities		6	4	0
	English Language Learners		22	16	12
		Number/% Proficiency	Fall	Winter	Spring
Science	All Students		46	36	41
	Economically Disadvantaged		45	38	43
	Students With Disabilities		15	16	18
	English Language Learners		26	22	29
		Number/% Proficiency	Fall	Winter	Spring

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	22	39	31	21	33	31	21	33			
ELL	22	42	46	22	36	42	22	51	86		
ASN	53	68		55	50		60				
BLK	34	37	43	26	32	36	23	65	64		
HSP	30	43	44	27	35	38	32	59	82		
MUL	20	31		16	47						
WHT	40	45	29	43	34	39	41	79	89		
FRL	28	39	37	25	32	34	31	57	83		
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		

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
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		
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	439
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	57
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	40
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	29
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	49
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	40
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Low levels of proficiency in reading, math, science and social students across grade levels and subgroups.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The components with greatest need of improvement are proficiency in reading, math, and science.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors are low levels of proficiency coming from elementary grades, limited language proficiency for some students, limited reading of complex texts in all subject, lack of conceptual understanding of mathematical concepts, limited connections with prior knowledge to make learning meaningful.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math Acceleration remains a strength at KMS. A large majority of students who are eligible for acceleration are successful in algebra, geometry, or biology.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Additional intervention for students at risk of failing algebra. The instructional coach and principal had data chats and helped students with tutoring.

What strategies will need to be implemented in order to accelerate learning?

We implement strategies for lower quartile and acceleration tracks. Strategies should be geared to help "middle of the road" students achieve proficiency.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will promote professional development on AVID strategies and opportunities to observe one another to provide feedback and reflect on instructional practices.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Implementation of AVID block, posting of AVID strategy on weekly newsletter, instructional rounds with instructional coaches and mentors.

Part III: Planning for Improvement

Areas of Focus:

#1. Leadership specifically relating to Walkthroughs

Area of Focus Description and Rationale:	Increasing the frequency and quality of feedback to teachers can improve instructional practices that lead to higher levels of proficiency, especially when feedback is non-evaluative, as it is likely to address authentic daily practices as opposed to lessons prepared for evaluation purposes.
Measurable Outcome:	School administrators will conduct at least 5 walkthroughs per week, including providing actionable feedback to teachers observed. As a result of these walkthroughs, there will be an increase in student authentic engagement that will result in higher learning gains to match the state average, both in reading (54%) and math (54%).
Monitoring:	The area of focus will be monitored with the non-evaluative school trend instrument (NESTI). We will review fidelity of implementation, trends, as well as effectiveness of feedback by reviewing data on a monthly basis.
Person responsible for monitoring outcome:	Eugenia Rolando (eugenia.rolando@osceolaschools.net)
Evidence-based Strategy:	Using reflective questions: What is the learning target? or What do I want students to learn? What is the success criteria? Does the activity match the learning target? How will I know students have learned? or How am I monitoring for learning? What will I do if students mastered the learning target? What will I do if students did not master the learning target? Is there evidence of authentic WICOR in the lesson observed? (Writing, Inquiry, Collaboration, Organization, Reading)
Rationale for Evidence-based Strategy:	By asking the same reflective questions when providing feedback, and using the same tool, teachers will plan for instruction with reflective questions in mind.
Action Steps to Implement	
School Leadership Development: Engage in collaborative walkthroughs to calibrate rating and discuss feedback, at least once a week.	
Person Responsible	Eugenia Rolando (eugenia.rolando@osceolaschools.net)
Data Disaggregation and Monitoring: Identify trends in instruction, by grade, subject, and teacher, at least once a month.	
Person Responsible	Jane Mabra (jane.mabra@osceolaschools.net)
Teacher Targeted Feedback: Use common language of the Marzano Protocol to improve instruction on high-yield elements. Provide deliberate directive feedback and instructional support from coaches to struggling teachers. Provide an opportunity to observe peers who are successful in the area of need.	
Person Responsible	Michael Melvin (michael.melvin@osceolaschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Academic performance in English Language Arts is an area of focus because reading proficiency affects the ability to excel in many other academic areas. Data from 2019 reveal KMS students' reading proficiency (37%) is well below the state average (54%). While KMS serves a large population of English Language Learners, learning gains (46%) were also below state average (54%). Data from 2020 reveals a decrease in proficiency (32%) and learning gains (41%).

Measurable Outcome: KMS cannot afford to set unambitious goals. KMS plans to meet the state average ELA learning gains (54%) and increase proficiency to 42%.

Monitoring: The area of focus will be monitored with the non-evaluative school trend instrument (NESTI), common assessments, and NWEA progress.

Person responsible for monitoring outcome: Eugenia Rolando (eugenia.rolando@osceolaschools.net)

Evidence-based Strategy: The ELA team has several new teachers, while experienced, many do not have the background in the Marzano's instructional framework. Teachers will learn the Marzano Framework while adopting WICOR strategies. WICOR stands for Writing, Inquiry, Collaboration, Organization, and Reading. They are the foundation for AVID, which promotes college and career readiness.

The Principal will form a Literacy Leadership Team, which will engage in ongoing inquiry, in collaboration with Professional Learning Communities, to increase levels of WICOR in the classrooms.

Rationale for Evidence-based Strategy: Marzano's comprehensive instructional framework encompasses research-based standards-based planning, standards-based instruction, and conditions for learning, all of which are conducive to maximizing learning. The framework is founded on teacher collaboration in Professional Learning Communities. WICOR strategies are embedded in the Marzano's instructional framework and are part of the non-evaluative school trend instrument.

These complementary strategies are likely to yield better student and teacher outcomes.

Action Steps to Implement

Collaborative Planning: by working in Professional Learning Communities supported by the Literacy Coach, teachers can engage in the cycle of utilizing district created common assessments, planning for instruction, assessing, analyzing data, and providing remediation or enrichment opportunities.

There will be monthly opportunities for additional collaboration through Title I.

Person Responsible: Kari Ordiales (kari.ordiales@osceolaschools.net)

Differentiation: while planning for instruction, teachers will consider best strategies for struggling students, students with learning disabilities, and English Language Learners. Strategies will include the SIOP model, recently adopted by the district.

Person Responsible: Kari Ordiales (kari.ordiales@osceolaschools.net)

Instructional Coaching will be provided to assist teachers with the adoption of the new BEST standards (what) and familiarization with new adopted resources (tool). Coaching will assist teachers in learning

"how" to integrate these two with strategies from the the Marzano's instructional framework and WICOR strategies.

Person Responsible Kari Ordiales (kari.ordiales@osceolaschools.net)

Standards Aligned Instruction will be deliberate as teachers will ensure the task students are required to complete promotes mastery of the newly-adopted BEST standard being targeted. BEST stands for Benchmarks of Excellent Student Thinking. The skills and knowledge captured in the ELA/literacy BEST standards are designed to prepare students for life outside the classroom. These standards include critical-thinking skills and the ability to closely and attentively read texts in a way that will help them understand and enjoy complex works of literature. Lesson will focusing on building background knowledge and cultural awareness to support students in making connections to text through the new BEST standards and resources.

Standard-task alignment will be monitored in walkthroughs.

Person Responsible Michael Melvin (michael.melvin@osceolaschools.net)

Tier 1 Foundational Instructional Practices need refining given the large number of non-proficient students that require additional support to become proficient readers. Professional Learning Communities will work with the Literacy Coach to design instruction with adequate scaffolds and access to background knowledge.

Person Responsible Michael Melvin (michael.melvin@osceolaschools.net)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: Academic performance in math is an area of focus because proficiency in math affects students' ability to graduate from high school and pursue post-secondary studies. Data from 2019 reveal KMS students' proficiency in math (41%) is well below the state average (58%). While KMS' learning gains (52%) were 5% below state average, learning gains of the lowers quartile was 6% above the state average.

Measurable Outcome: KMS plans to meet the state average math learning gains (57%) and increase proficiency by at least 10%.

Monitoring: The area of focus will be monitored with the non-evaluative school trend instrument (NESTI), common assessments, and NWEA progress.

Person responsible for monitoring outcome: Eugenia Rolando (eugenia.rolando@osceolaschools.net)

Evidence-based Strategy: All except 2 members in the Math Department are returning teachers. Having worked together in Professional Learning Communities means now there is an opportunity to refine understanding and implementation of the Marzano instructional framework and AVID WICOR strategies to ensure conceptual understanding of essential standards.

Rationale for Evidence-based Strategy: The Marzano framework emphasizes high-yield strategies and is also used to evaluate teachers, so teachers are more likely to use a tool that is conducive to promoting student academic achievement and their own success while being evaluated. Collaboration within the Professional Learning Communities is conducive to providing different levels of support to new teachers, brings diverse points of view which can assist a diverse population, and increases teacher commitment and sense of belonging.

Action Steps to Implement

Collaborative Planning: by working in Professional Learning Communities supported by the Math Coach, teachers can engage in the cycle of creating common assessments, planning for instruction, assessing, analyzing data, and providing remediation or enrichment opportunities.

There will be monthly opportunities for additional collaboration through Title I.

Person Responsible Amanda Hirschauer-Ayres (amanda.hirschauerayres@osceolaschools.net)

Differentiation: while planning for instruction, teachers will consider best strategies for struggling students, students with learning disabilities, and English Language Learners. Strategies will include WICOR, the SIOF model, recently adopted by the district, and dual language instruction in 7th grade.

Person Responsible Eugenia Rolando (eugenia.rolando@osceolaschools.net)

Instructional Coaching: will be provided to assist teachers with the use of manipulatives for instruction to visually represent abstract concepts. Coaching will assist teachers implement strategies from the Marzano's instructional framework and WICOR strategies to increase student engagement and habits of learning.

Person Responsible Amanda Hirschauer-Ayres (amanda.hirschauerayres@osceolaschools.net)

Standards Aligned Instruction will be deliberate as teachers will ensure the task students are required to complete promotes mastery of the essential standard being targeted. Standard-task alignment will be monitored in walkthroughs.

Person Responsible Amanda Hirschauer-Ayres (amanda.hirschauerayres@osceolaschools.net)

Tier 1 Foundational Instructional Practices need refining given the large number of non-proficient students who need additional support to be able to be catch up and pass Algebra I.

Students in 7th and 8th grade who have a level 1 in FSA have been assigned to the same teacher for Math and Intensive Math (Tier 2) in efforts to provide access to pre-requisite skills and make connections with current Tier 1 instruction.

Person Responsible Amanda Hirschauer-Ayres (amanda.hirschauerayres@osceolaschools.net)

#4. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Being college and career ready means being prepared to perform jobs that don't exist yet, being creative and a problem-solver applying basic conceptual knowledge. That is what being proficient in science is all about. Data from 2019 reveal that only 39% of students are proficient in science, compared to the 51% state average. The data is consistent with low proficiency in reading, with lower performance in earth and physical science strands (taught in 6th and 7th grade).

Measurable Outcome: Similar to the goal set forth for English Language Arts, KMS will strive to meet or exceed the state average of 51% proficiency.

Monitoring: The area of focus will be monitored with the non-evaluative school trend instrument (NESTI), common assessments, and NWEA progress.

Person responsible for monitoring outcome: Jane Mabra (jane.mabra@osceolaschools.net)

Evidence-based Strategy: Professional Learning Communities will continue embracing the Marzano framework and WICOR AVID strategies. There will be an emphasis on vocabulary building while continuing to utilize the Argument-Driven-Inquiry instructional model.

Rationale for Evidence-based Strategy: Argument-Driven Inquiry (ADI) instructional model is a tool for science teachers. ADI gives students opportunities to figure out how things work or why things happen because it makes scientific argumentation the basis of all laboratory activities. ADI makes classroom science more like real science for students and helps students develop their vocabulary repertoire and make connections, which are conducive to deeper learning.

WICOR strategies are embedded in the ADI instructional model and the Marzano's instructional framework used to evaluate all teachers.

Action Steps to Implement

Collaborative Planning: by working in Professional Learning Communities, planning for instruction, assessing, analyzing data, and providing remediation or enrichment opportunities.

There will be monthly opportunities for additional collaboration through Title I.

Person Responsible: Jane Mabra (jane.mabra@osceolaschools.net)

Differentiation: while planning for instruction, teachers will consider best strategies for struggling students, students with learning disabilities, and English Language Learners. Strategies will include the SIOP model, recently adopted by the district, and dual language in 6th grade grade.

Person Responsible: Jane Mabra (jane.mabra@osceolaschools.net)

Professional Learning: The science department consist of mostly veteran teachers. While there is no instructional coach, the PLC will engage in professional learning by adopting WICOR and ADI in efforts to increase student engagement and promote inquire. By observing and providing feedback to each other, teachers will promote their own learning. Teachers will also work closely with district resource teacher and instructional mentor, who will assist with "how" to integrate strategies from the Marzano's instructional framework and WICOR strategies.

Person Responsible: Jane Mabra (jane.mabra@osceolaschools.net)

Standards-aligned Instruction will be deliberate as teachers will ensure the task students are required to complete promotes mastery of the standard being targeted. Standard-task alignment will be monitored in walkthroughs.

Person Responsible Jane Mabra (jane.mabra@osceolaschools.net)

Tier 1 Foundational Instructional Practices need refining given the large number of non-proficient students. Building vocabulary and accessing prior knowledge while using WICOR and ADI strategies on a regular basis can help students solidify their understanding of essential science concepts.

Person Responsible Jane Mabra (jane.mabra@osceolaschools.net)

#5. ESSA Subgroup specifically relating to Students with Disabilities**Area of****Focus**

ESSA (Every Student Succeeds Act) data reveal that students with disabilities and multiracial students are performing below the 41% Federal Index, with 35% and 27% indexes respectively.

Description and**Rationale:****Measurable Outcome:**

Students with disabilities and multiracial students will perform at or above the 41% Federal Index.

Monitoring:

The area of focus will be monitored with the non-evaluative school trend instrument (NESTI) in walkthroughs in classrooms with support, and data from common assessments, and NWEA progress.

Person responsible for monitoring outcome:

Jane Mabra (jane.mabra@osceolaschools.net)

Evidence-based Strategy:

The team of teachers providing support is new. There are 3 returning teachers, 2 new teachers with experience, and 3 new teachers. By embracing the Marzano instructional framework with adequate scaffolds, pre-teaching of vocabulary, and WICOR strategies, students will expand their vocabulary and comprehension in all areas, and become independent learners.

The Marzano's instructional framework contains high-yield strategies for different stages within instruction. These strategies were selected because they are also used for teacher evaluation, so teachers are familiar with them. They are also used in other focus areas.

Rationale for Evidence-based Strategy:

Pre-teaching is the teaching of vocabulary, language or content knowledge to students in preparation of an academic activity. Pre-teaching will enhance overall understanding of the academic content, increase students understanding of the concepts by introducing vocabulary, as well as supporting mastery of the language." (Jeanne Rodriguez, 2015)

WICOR strategies are evidence-based and promoted district wide to achieve college and career readiness. The more frequently these are used, the more likely students are to adopt them as their own to become independent learners.

Action Steps to Implement

Progress Monitoring and Disaggregating of Data: while these steps will be conducted schoolwide for English Language Arts, Math, and Science, special attention will be given to the progress made by the students with disabilities subgroup. Data to be used will come from common assessments and NWEA.

Person Responsible

Sarah McKenney (sarah.mckenney@osceolaschools.net)

Instructional practices (Rigor, Engagement, Expectations, and Differentiated Classroom): Teachers will present new content with scaffolds, additional examples, preview vocabulary, and ensure students make connections with prior knowledge. However, teachers will hold students with disabilities to the same expectations as the rest of the student body.

Person Responsible

Jane Mabra (jane.mabra@osceolaschools.net)

Professional Learning Communities: VE teachers will work with their corresponding PLC (most of them support only one subject or grade) to design lessons that provide students with disabilities with adequate accommodations.

Person Responsible Michael Melvin (michael.melvin@osceolaschools.net)

Equity and Diversity: Throughout the year, VE teachers will learn equitable instructional practices that provide students with the resources they need to be successful and share these practices with the gen. ed. teachers. If necessary, VE teachers will write these practices in Individual Educational Plans (IEP)

Person Responsible Eugenia Rolando (eugenia.rolando@osceolaschools.net)

MTSS Instructional Intervention Practices: Students with disabilities who perform within the lowest quartile will receive support in small groups during intervention time. During that time, students will learn learning strategies in implement throughout the day.

Person Responsible Sarah McKenney (sarah.mckenney@osceolaschools.net)

#6. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:

Social and Emotional Learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2020). When students do not develop adequate strategies or skills to handle challenging situations or people, or undergo trauma, their school attendance and discipline deteriorate, affecting academic performance. In the 2020-2021 school year, students served 128 days of SCHOOL SUSPENSION. Although these numbers reflect a continued decrease in infractions, they still represent a loss of instructional time and learning. During the 2019-2020, there was a schoolwide effort to improve attendance, which had been the lowest in the county. During the periods of digital learning taking accurate attendance was a challenge. Panorama surveys revealed 36% of students know how to regulate their emotions, which is in the 20th percentile of nationwide data. The district average is 45%.

For the 2021-2022 School year, KMS will implement AVID Block during Intervention period. The Plan was designed by our academic coaches to tackle the lack of sense of belonging from our students' Panaroma data.

Most students will be with their 1st period or 2nd period teacher in a smaller group setting of no more than 20. Those students with disabilities who are high needs will be served in small groups by their VE teachers (no more than 10). Students at risk for discipline will be served in small groups by teams of Dean/Counselor in order to address the social and emotional barrier from learning and achieving. Low achieving math students without Intensive math will be grouped and served by certified math teachers to provide math support during learning strategies day.

Measurable Outcome:

The number of OSS and ISS will decrease by 10%. Attendance goal will remain at or above district average, 95%. At least 50% of students will know how to control their emotions.

The 3 Administrators, the School AVID Coordinator, and 3 Academic Coaches will be used for the purpose of visiting all classrooms during AVID Block to ensure implementation fidelity.

Schedule topic per week:

M- Goal Setting, Grade Review/Check, Announcements

Monitoring:

T- Character Strong Lesson, Resource provided by District and selected by School Counselors

R- Learning Strategies- Current Events, Utilize strategy from Newsletter, WICOR

F- Team Building - Family atmospher and bonding time.

Additionally, NWEA data, Discipline data, Attendance data, and other data will be analyze to monitor the effect of AVID Block each month during Stocktake meetings.

Person responsible for

Sarah McKenney (sarah.mckenney@osceolaschools.net)

**monitoring
outcome:**

Evidence-based Strategy: Panorama and Character Strong are evidence-based resources used by the district to promote Socio Emotional Learning. These resources help students engage in reflection, identify what is negatively affecting them, and develop positive habits.

Rationale for Evidence-based Strategy: Social and emotional skills matter for many areas of child development, including learning, health, and general wellbeing. Furthermore, recent research has demonstrated that high-quality, evidence-based social and emotional learning (SEL) programs produce positive outcomes for students, including improved behavior, attitudes, and academic performance (Durlak et al., 2011).

Action Steps to Implement

Social Emotional Learning: will be part of AVID Block, once a week, using Panorama and Character Strong, which are district-adopted resources. Additionally, SEL has been incorporated in curriculum unit plans.

Person Responsible Jane Mabra (jane.mabra@osceolaschools.net)

Community and Parent Involvement: being a Title I school, KMS has a plan to involve parents and the community in events that promote student academic achievement and community building. These events include Literacy Night, Hispanic Heritage Celebration, STEM Night, Black History Celebration.

Person Responsible Maria Rodriguez Vall (rodriguezvalle@osceolaschools.net)

Positive Behavior Intervention and Support: KMS has schoolwide PBIS expectations, which are shared at the beginning of the year and reinforced on a daily basis. These list positive behaviors to exhibit in the classroom, hallways, bus, media center, bathrooms, etc. KMS uses a token economy to reward students who exhibit these behaviors. Students receive JAGS and use these to buy small items in the JAG store or participate in events.

Person Responsible Jane Mabra (jane.mabra@osceolaschools.net)

Equity and Diversity: Teachers and administrators will engage in professional development using resources from Inspire Online Learning, a district-adopted resource that provides free, on-demand professional development modules and resources to help teachers improve their practice and encourage students to become enthusiastic, engaged learners.

Person Responsible Eugenia Rolando (eugenia.rolando@osceolaschools.net)

Schoolwide Post Secondary Culture for all Students: AVID Block is all about promoting post-secondary culture, by helping students set goals for themselves, monitor their learning, and collaborate with others. Our mission and vision have changed to reflect our focus on post secondary culture.

Person Responsible Jane Mabra (jane.mabra@osceolaschools.net)

Discipline: teachers are engaging in a schoolwide book study, WATCH YOUR MOUTH, which helps teachers learn how to handle discipline problems, de-escalate situations, and establish positive relationships with students. Team building activities in AVID Block on Fridays also promote positive interactions among students and staff.

Person Responsible Eugenia Rolando (eugenia.rolando@osceolaschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

The area of focus will be monitored through report central, and in MTSS meetings. The team usually looks at academic progress, attendance, and discipline concerns.

When using SafeSchoolsAlex.org, and comparing KMS against all other middle schools in Osceola County, KMS has one of the lowest incidents per 100 students. While the school with the highest incidents has an average of 1.92, KMS has an average of 0.85, and schools with the lowest incidents have 0.83.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

The vision and mission of KMS were revised to reflect our efforts to build a positive culture and environment where students thrive emotionally, socially, and academically.

Our professional development efforts, book study, and weekly newsletters promote comradery and collaboration. They focus on highlighting people who have positive impact on the school.

PBIS' schoolwide expectations, token economy, Jag store, and schoolwide events, listed in Area of Focus Culture and Environment Specifically relating to Socio Emotional Learning are designed to build a positive school culture and environment.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

PBIS Contact: Julio Tejada

Bullying Prevention: Carmen Nieves

SEL Lessons: Counselors: Theodore Matuella, Amanda Reynolds, Sofia Taveras, Atabex Valles

Parental Involvement: Maria Rodriguez Valle

Book Study Facilitator: Dr. Eugenia Rolando

Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Walkthroughs				\$3,948.60
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
6400	1020-DEFAULT AVERSION FEE	0251 - Kissimmee Middle School	Title, I Part A		\$3,333.00	
		<i>Notes: Instructional Coaches and AVID Coordinator will facilitate Professional Development during Preplanning: 2 days Jaguar Academy for Core Teachers, FOCUS AREAS ASSOCIATED MATH, ELA, SCIENCE, and SOCIAL STUDIES, to focus on Standards-based instruction by exploring CUPS, implementation of AVID strategies. Additional inter-rater reliability professional development will be provided for ELA teachers to enhance their essay-scoring practices (3 times in the year). Principal and APs will monitor.</i>				
6400	2100-STATE LICENSES & PERMITS-CONTINUED	0251 - Kissimmee Middle School	Title, I Part A		\$360.63	
		<i>Notes: Instructional Coaches and AVID Coordinator will facilitate Professional Development during Preplanning: 2 days Jaguar Academy for Core Teachers, FOCUS AREAS ASSOCIATED MATH, ELA, SCIENCE, and SOCIAL STUDIES, to focus on Standards-based instruction by exploring CUPS, implementation of AVID strategies. Additional inter-rater reliability professional development will be provided for ELA teachers to enhance their essay-scoring practices (3 times in the year). Principal and APs will monitor.</i>				
6400	2200-STATE LICENSES & PERMITS-CONTINUED	0251 - Kissimmee Middle School	Title, I Part A		\$254.97	
		<i>Notes: Instructional Coaches and AVID Coordinator will facilitate Professional Development during Preplanning: 2 days Jaguar Academy for Core Teachers, FOCUS AREAS ASSOCIATED MATH, ELA, SCIENCE, and SOCIAL STUDIES, to focus on Standards-based instruction by exploring CUPS, implementation of AVID strategies. Additional inter-rater reliability professional development will be provided for ELA teachers to enhance their essay-scoring practices (3 times in the year). Principal and APs will monitor.</i>				
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$16,491.17
Function	Object	Budget Focus	Funding Source	FTE	2021-22	
5100	510-Supplies	0251 - Kissimmee Middle School	Title, I Part A		\$1,736.00	
		<i>Notes: Students need headphones to complete independent reading on computers while their teacher is working with small groups (stations).</i>				
5100	510-Supplies	0251 - Kissimmee Middle School	Title, I Part A		\$209.60	
		<i>Notes: Students use highlighters to mark the text, as part of their reading strategies (when working independently or with teachers).</i>				
6400	1020-DEFAULT AVERSION FEE	0251 - Kissimmee Middle School	Title, I Part A		\$5,000.00	
		<i>Notes: Preplanning: 2 days Jaguar Academy for Core Teachers, FOCUS AREAS ELA and SOCIAL STUDIES to focus on Standards-based instruction by exploring CUPS, implementation of AVID strategies.</i>				
6400	2200-STATE LICENSES & PERMITS-CONTINUED	0251 - Kissimmee Middle School	Title, I Part A		\$382.50	
		<i>Notes: Preplanning: 2 days Jaguar Academy for Core Teachers, FOCUS AREAS ELA and SOCIAL STUDIES, to focus on Standards-based instruction by exploring CUPS, implementation of AVID strategies.</i>				

	6400	1020-DEFAULT AVERSION FEE	0251 - Kissimmee Middle School	Title, I Part A		\$7,734.50
			<i>Notes: PLC Extra Hour- teachers will participate in PLC guided activities lead by the coaches and administration to analyze student data to make instructional decisions and move PLCs to the next level of performance.</i>			
	6400	2200-STATE LICENSES & PERMITS-CONTINUED	0251 - Kissimmee Middle School	Title, I Part A		\$591.69
			<i>Notes: PLC Extra Hour- teachers will participate in PLC guided activities lead by the coaches and administration to analyze student data to make instructional decisions and move PLCs to the next level of performance.</i>			
	6400	2100-STATE LICENSES & PERMITS-CONTINUED	0251 - Kissimmee Middle School	Title, I Part A		\$836.88
			<i>Notes: PLC Extra Hour- teachers will participate in PLC guided activities lead by the coaches and administration to analyze student data to make instructional decisions and move PLCs to the next level of performance.</i>			
3	III.A.	Areas of Focus: Instructional Practice: Math				\$8,898.18
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	510-Supplies	0251 - Kissimmee Middle School	Title, I Part A		\$1,260.00
			<i>Notes: Calculators are needed to ensure students know how to use them for FSA.</i>			
	5100	510-Supplies	0251 - Kissimmee Middle School	Title, I Part A		\$365.39
			<i>Notes: Students use dry erase markers for practicing on white boards. Students may not use their personal cellphones for FSA and are a distraction during instruction.</i>			
	6400	1020-DEFAULT AVERSION FEE	0251 - Kissimmee Middle School	Title, I Part A		\$2,500.00
			<i>Notes: Preplanning: 2 days Jaguar Academy for Core Teachers, FOCUS AREA MATH to focus on Standards-based instruction by exploring CUPS, implementation of AVID strategies.</i>			
	6400	2200-STATE LICENSES & PERMITS-CONTINUED	0251 - Kissimmee Middle School	Title, I Part A		\$191.25
			<i>Notes: Preplanning: 2 days Jaguar Academy for Core Teachers, FOCUS AREA MATH to focus on Standards-based instruction by exploring CUPS, implementation of AVID strategies.</i>			
	6400	1020-DEFAULT AVERSION FEE	0251 - Kissimmee Middle School	Title, I Part A		\$3,867.25
			<i>Notes: PLC Extra Hour- teachers will participate in PLC guided activities lead by the coaches and administration to analyze student data to make instructional decisions and move PLCs to the next level of performance.</i>			
	6400	2200-STATE LICENSES & PERMITS-CONTINUED	0251 - Kissimmee Middle School	Title, I Part A		\$295.85
			<i>Notes: PLC Extra Hour- teachers will participate in PLC guided activities lead by the coaches and administration to analyze student data to make instructional decisions and move PLCs to the next level of performance.</i>			
	6400	2100-STATE LICENSES & PERMITS-CONTINUED	0251 - Kissimmee Middle School	Title, I Part A		\$418.44
			<i>Notes: PLC Extra Hour- teachers will participate in PLC guided activities lead by the coaches and administration to analyze student data to make instructional decisions and move PLCs to the next level of performance.</i>			
4	III.A.	Areas of Focus: Instructional Practice: Science				\$12,272.79
	Function	Object	Budget Focus	Funding Source	FTE	2021-22

	6400	1020-DEFAULT AVERSION FEE	0251 - Kissimmee Middle School	Title, I Part A		\$2,500.00
			<i>Notes: Preplanning: 2 days Jaguar Academy for Core Teachers, FOCUS AREA SCIENCE to focus on Standards-based instruction by exploring CUPS, implementation of AVID strategies.</i>			
	6400	2200-STATE LICENSES & PERMITS-CONTINUED	0251 - Kissimmee Middle School	Title, I Part A		\$191.25
			<i>Notes: Preplanning: 2 days Jaguar Academy for Core Teachers, FOCUS AREA SCIENCE to focus on Standards-based instruction by exploring CUPS, implementation of AVID strategies.</i>			
	6400	1020-DEFAULT AVERSION FEE	0251 - Kissimmee Middle School	Title, I Part A		\$3,867.25
			<i>Notes: PLC Extra Hour- teachers will participate in PLC guided activities lead by the coaches and administration to analyze student data to make instructional decisions and move PLCs to the next level of performance.</i>			
	6400	2200-STATE LICENSES & PERMITS-CONTINUED	0251 - Kissimmee Middle School	Title, I Part A		\$295.85
			<i>Notes: PLC Extra Hour- teachers will participate in PLC guided activities lead by the coaches and administration to analyze student data to make instructional decisions and move PLCs to the next level of performance.</i>			
	6400	2100-STATE LICENSES & PERMITS-CONTINUED	0251 - Kissimmee Middle School	Title, I Part A		\$418.44
			<i>Notes: PLC Extra Hour- teachers will participate in PLC guided activities lead by the coaches and administration to analyze student data to make instructional decisions and move PLCs to the next level of performance.</i>			
	5100	369-Technology-Related Rentals	0251 - Kissimmee Middle School	Title, I Part A		\$5,000.00
			<i>Notes: Penda is a software we have used for practicing for the FCAT Science, which is an area of focus and allows 8th grade students to review content from 6th and 7th grade.</i>			
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$0.00
6	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$0.00
					Total:	\$41,610.74