2013-2014 SCHOOL IMPROVEMENT PLAN

Kathleen Middle School

3627 KATHLEEN PNES
Lakeland, FL 33810
863-853-6040
http://schools.polk-fl.net/kathleenmiddle

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	Yes	82%

Alternative/ESE Center	Charter School	Minority Rate
No	No	49%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
D	D	D	C	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Kathleen Middle School

Principal
Brett Butler

School Advisory Council chair
Tracy Kimbrough

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Mrs. Nadia Lewis	Assistant Principal of KMS
Mrs. Asonja Corbett	Assistant Principal of KMS

District-Level Information

District
Polk

Superintendent
Dr. Kathryn Leroy

Date of school board approval of SIP
10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Brett Butler - Principal
Nadia Lewis - Assistant Principal
Buffy Williams - Teacher
Valerie Jackson - Community
Kathy Logue - Teacher
Tracy Kimbrough - Community member
Jarvis Kendrick - Community member
Karen Jones - Parent
Beatriz Perez - Parent
Angie Thomas - Parent
Kristie Lamp - Parent
Dalton Thomas - Student

Involvement of the SAC in the development of the SIP

The duties of the Kathleen Middle School Advisory Council (SAC) shall include: assisting with the preparation and evaluation of the School Improvement Plan, assisting with the preparation of the annual budget, and plan for and approve the expenditures of the state awarded Lottery Funds

Activities of the SAC for the upcoming school year

The School Improvement Plan will be presented to the SAC at the first meeting in October 2013. The SAC will meet at least four times during the 2013-14 school year to review the school's progress and implementation of the SIP.

Projected use of school improvement funds, including the amount allocated to each project

Agendas - $2,058.00
My Access - $8,030.00
Classroom Magazines/Notebooks/Postcards - $1,456.88
Accelerated Reader - $2,022.76

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Brett Butler		
Principal	Years as Administrator: 14	Years at Current School: 6

Credentials	Bachelor's Degree in Business Education (6-12), Master's of Science in Educational Leadership, Certification in School Principal (all levels), Agriculture (6-12), Business Education (6-12)
Performance Record	Principal of KMS in 2012-13: Grade D Principal of KMS in 2011-12: Grade D, 2010-11: Grade C, Reading Mastery: 52%, Reading Learning Gains: 60%, Lowest 25% Gains: 67%, Math Mastery: 47%, Math Learning Gains: 64%, Lowest 25% Gains:72%, Science Mastery: 34%, AYP 74%, None of the subgroups made AYP in Reading or Math 2009-10: Grade C, Reading Mastery: 55%, Reading Learning Gains: 57%, Lowest 25% Gains: 62%, Math Mastery: 47%, Math Learning Gains: 63%, Lowest 25% Gains: 71%, Science Mastery: 31%, AYP 74%, None of the subgroups made AYP in Reading or Math. 2008-2009: Grade B, Reading Mastery: 63%, Math Mastery: 48%, Science Mastery: 33%, AYP: 87%, Hispanics did not make AYP in Reading and the Black students were the only subgroup that made AYP in Math. 2007-2008: Grade B, Reading Mastery: 56%, Math Mastery: 51%, Science Mastery: 27%, AYP: 87%, White and SWD did not make AYP in Reading, while White, Black, and SWD did not make AYP in Math. AP Westwood Middle in 2006-2007: Grade B, Reading Mastery 56%, Math Mastery 53%, Science Mastery 30%, AYP: 90%, ED and SWD did not make AYP in Reading, while ELL and SWD did not make AYP in Math. 2005-2006: Grade B, Reading Mastery 52%, Math Mastery 44%, AYP: 82%, Black, and SWD did not make AYP in Reading, while Black, Hispanic, ED, and SWD did not make AYP in Math. 2004-2005: Grade C, Reading Mastery 42%, Math Mastery 43%, AYP: 67%, Black, Hispanic, ED, and SWD did not make AYP in Reading while Black, Hispanic, ED, and SWD did not make AYP in Math.

Asonja Corbett		
Asst Principal	Years as Administrator: 14	Years at Current School: 2

Credentials	Bachelor's of Science -Business Administration, Florida Memorial University; Master of Science Ed Leadership, Nova University; Principal Certification-State of Florida
Performance Record	Kathleen Middle (APA) 2012-13 - Grade D Principal of Lake Alfred-Addair Middle 2011-12 – Grade D 2010 – 2011: Grade D, Reading Mastery 43%, Math Mastery 30%, Science Mastery 29%, and Writing Mastery 67%. White, Black, Hispanic, Economically Disadvantaged, ELL, and SWD improved in Writing by 1% with 92% of the total population showing at least 1% improvement in Writing scores. No subgroups made AYP in Reading or Math. 2009 – 2010: Grade C, Reading Mastery 45%, Math mastery 40%, Science Mastery 22%, and Writing Mastery 82%. AYP 64%, White, Black, Hispanic, Economically Disadvantaged, ELL nor SWD made AYP in Writing. White students did make AYP in Math; however, none of the other subgroups made AYP in Math. 2008-2009: Grade: C, Reading Mastery 48%, Math mastery 35%, Science Mastery 20%, and Writing Mastery 92%. AYP: 72%, Black, Hispanic, Economically Disadvantaged, and SWD did not make AYP in Reading. White, Black, Hispanic, Economically Disadvantaged, and SWD did not make AYP in Math. 2007-2008: Grade: C, Reading Mastery 43%, Math Mastery 43%, Science Mastery 24%, and Writing Mastery 78%. 2006-2007: Grade D, Reading Mastery 37%, Math Mastery 33%, Science Mastery 25%, and Writing Mastery 82%.

Nadia Lewis		
Asst Principal	Years as Administrator: 2	Years at Current School: 6

Credentials	Bachelor's Degree in Physical Education (K-12), Master's Degree in Educational Leadership (K-12), Certification in Physical Education (K-12), Educational Leadership (K-12), and Middle Grades Integrated Curriculum (Grades 5-9)
Performance Record	Assistant Principal of KMS (APC) in 2012-13: Grade D. Assistant Principal of KMS (APA) in 2011-12: Grade D,

Instructional Coaches

of instructional coaches
1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Rebecca Champion		
Full-time / School-based	Years as Coach: 0	Years at Current School: 0

Areas	Reading/Literacy
Credentials	Master Elementary Ed. Reading Endorsement B.A. Early Childhood Ed. A,A, Liberal Arts
Performance Record	N/A

Classroom Teachers

# of classroom teachers

48

 # receiving effective rating or higher

27, 56%

 # Highly Qualified Teachers

29%

 # certified in-field

47, 98%

 # ESOL endorsed

17, 35%

 # reading endorsed

10, 21%

 # with advanced degrees

12, 25%

 # National Board Certified

1, 2%

 # first-year teachers

1, 2%

 # with 1-5 years of experience

19, 40%

 # with 6-14 years of experience

16, 33%

 # with 15 or more years of experience

16, 33%

Education Paraprofessionals

# of paraprofessionals
13

 # Highly Qualified
13, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. New teachers meet regularly with the Principal, and Learning Communities
2. Partnering new teachers with veteran staff

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

1. New teachers meet regularly with the Principal, and Learning Communities
2. Partnering new teachers with veteran staff
3. School staff will be designated as mentor per District.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team and SAC give input toward the development as well as changes to the SIP as it is a living document - constantly changing. The two teams will also be responsible for monitoring the implementation of the SIP as new data is collected.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administrators and Deans: Brett Butler, Nadia Lewis, Asonja Corbett, Buffy Williams, Talley Miller - Provide a common vision for the use of data-based decision making and problem solving, ensure implementation of intervention support and documentation, including Academic Referrals, and communicate with parents regarding academic or behavior plans and activities.
Program Facilitator: Kathy Logue – Facilitates Title I progress monitoring, documentation, and reports

Reading Coach - Rebecca Champion - Participates in data analysis/interpretation and problem solving in the area of Literacy classes.
Guidance Counselors: Tilly Fettke, Holly Arnaud - Provide counseling and knowledge of student records
ESE Facilitator: Robyn Ruthven - Participates in ESE data analysis and provides a liaison between ESE students, parents, and staff
School Psychologist: Melissa Campbell - Participates in data analysis/interpretation and problem solving
Teachers: (All) Participate in data analysis/interpretation and problem solving, write academic referrals, and parent notification

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

Different groups within the team meet as often as needed. The MTSS leadership team will meet to engage in the following activities: review progress monitoring data, target students who need intervention, use data to identify professional development and resources, collaborate, problem solve interventions and solutions, and monitor the implementation of the curriculum maps and follow FCIM.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The 2013 FCAT scores, Discovery Education Assessments, FAIR, My Access, Write Scores, and Title I OGA will provide the baseline data for MTSS. Progress Monitoring data will come from FAIR,Discovery Education Assessments, FOCUS Mini-Assessments, Classroom tests, STAR Reader, and other OGA, along with grades, attendance, and behavior/referrals. This data will provide reasons to adjust instruction and retest.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The MTSS Problem Solving Overview will be provided in October. Professional development will be provided during common planning throughout the year to further educate and train the staff in the MTSS problem solving methods. Parent Nights and various means of communication will be set in place to keep parents abreast of useful information.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program
Minutes added to school year: 5,580

After school and Saturday Extended Learning will be provided with acceleration, remediation, and enrichment
activities.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Student names and data will be collected and compared to FAIR, Discovery, and FCAT data.

Who is responsible for monitoring implementation of this strategy?

Mrs. Nadia Lewis - APC

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Brett Butler	Principal
Nadia Lewis	APC
Asonja Corbett	AP
Melissa Campbell	Psychologist
Debra Wright	English Teacher
Jennifer Billups	Reading
Rebecca Champion	Reading Coach
Kathy Logue	Title I

How the school-based LLT functions

The LLT will meet monthly to engage in the following activities: review reading progress monitoring data, target students who need reading intervention, use data to identify reading professional development and resources, collaborate, and monitor the implementation of the Reading Learning Schedules, Florida Achieves, and assessments.

Major initiatives of the LLT

FCIM, Reading, and Writing in the Content Area, best practices and highly effective learning strategies will be used to provide explicit reading and writing instruction in all subjects

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The Leadership Team (LLT) created a subject area schedule for the use of grade level CIS and Stretch Text to embed reading skills across curriculum to include teacher/student discourse and HOT/TBQ questioning.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

The implementation of the STEAM Academy in grades 6 and 7 to help students see relevance between their academics and future decisions.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

KMS promotes academic and career planning through the guidance department. Significant times throughout the school year students are provided with the opportunity to meet and discuss academic courses that have meaningful correlation with career interests.
Through the Social Studies 8th grade course, students are provided career planning lessons facilitated by the Guidance counselors.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	49%	No	57%
American Indian				
Asian				
Black/African American	37%	35%	No	43%
Hispanic	50%	43%	No	55%
White	59%	56%	No	63%
English language learners	43%	29%	No	48%
Students with disabilities	38%	25%	No	44%
Economically disadvantaged	51%	46%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	233	28%	30%
Students scoring at or above Achievement Level 4	158	18%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		19%
Students scoring at or above Level 7	17	74%	75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	525	66%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	125	64%	70%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	21	54%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		10%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	11	28%	30%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	40	40%	50%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	116	45%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		90%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	36%	No	53%
American Indian				
Asian				
Black/African American	35%	25%	No	42%
Hispanic	48%	34%	No	54%
White	50%	41%	No	55%
English language learners	48%	30%	No	53%
Students with disabilities	35%	27%	No	42%
Economically disadvantaged	47%	34%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	190	24%	28%
Students scoring at or above Achievement Level 4	79	10%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	10	43%	45%
Students scoring at or above Level 7	12	52%	55%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	475	60%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	130	65%	70%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	34	26%	30%
Middle school performance on high school EOC and industry certifications	29	44%	45%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	71%	75%
Students scoring at or above Achievement Level 4	*[data excluded for privacy reasons]*		20%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	49	19%	22%
Students scoring at or above Achievement Level 4	26	10%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		68%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		14%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		10
Participation in STEM-related experiences provided for students	187	24%	26%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	89	11%	15%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	89	11%	15%
Completion rate (%) for CTE students enrolled in *accelerated* courses		100%	100%
Students taking CTE industry certification exams	0	0%	100%
Passing rate (%) for students who take CTE industry certification exams		0%	100%
CTE program concentrators			
CTE teachers holding appropriate industry certifications	1	2%	5%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	157	18%	15%
Students who fail a mathematics course	8	1%	0%
Students who fail an English Language Arts course	3	0%	0%
Students who fail two or more courses in any subject	10	1%	0%
Students who receive two or more behavior referrals	264	30%	25%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	342	39%	35%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

To improve the participation of parental involvement, additional meeting times will be provided to accommodate parent work schedules in order to have better communication between school, parent and student.The purpose being to increase student achievement.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
To enhance and enrich each student's education through greater parental support.	68	8%	15%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1.   Planning and implementation of Standards Based Instruction.

Goals Detail

G1. Planning and implementation of Standards Based Instruction.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- District Coaches

- School based Coach

- FLDOE website

Targeted Barriers to Achieving the Goal

- Teachers lack of depth of content knowledge pertaining to the standards.

- Teachers lack of skills/strategies to deliver standard-based lessons.

Plan to Monitor Progress Toward the Goal

The administrative team will help plan, review lesson plans, and conduct focused observations to monitor the teachers instructional effectiveness of standards based lessons.

Person or Persons Responsible

Brett Butler, Nadia Lewis, Asonja Corbett, Rebecca Champion, and Erica Brink

Target Dates or Schedule:

Weekly

Evidence of Completion:

Specific feedback after lesson plan checks and observations in Journey.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Planning and implementation of Standards Based Instruction.

G1.B1 Teachers lack of depth of content knowledge pertaining to the standards.

G1.B1.S1 Training on the implementation of standards based instruction.

Action Step 1

Plan the calendar of events as to when the training for standards based instructions for all content areas will occur. Establish the follow up of the continued professional development.

Person or Persons Responsible

Brett Butler, Nadia Lewis, Heather Kieffer, & Mr. Powell

Target Dates or Schedule

Friday, November 1, 2013 at 7:30 AM

Evidence of Completion

Calendar of events for every core subject area with next steps after initial training. Agenda for the training.

Facilitator:

District Coaches

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1

Give standards based training to all subjects area teachers who attend the Saturday professional development.

Person or Persons Responsible

Reading, Social Studies, Math, and Science District Coach

Target Dates or Schedule

November 16, 2013

Evidence of Completion

Agenda and sign in sheet from the training.

Plan to Monitor Effectiveness of G1.B1.S1

Higher achievement on Discovery, Focus, My Access, and teacher mini assessments will be evident if standards based instruction is being implemented effectively.

Person or Persons Responsible

Brett Butler, Asonja Corbett, Nadia Lewis, Rebecca Champion, and Erica Brink

Target Dates or Schedule

Weekly

Evidence of Completion

Data from Discovery, Focus, My Access, and teacher mini assessments

G1.B2 Teachers lack of skills/strategies to deliver standard-based lessons.

G1.B2.S1 Teachers and coaches, in an effort to improve standards-based lessons, will participate in coaching cycles.

Action Step 1

Identify teachers to participate in coaching cycle. Create the coaching cycle plan by identifying and implementing instructional practices most likely to produce the desired outcome of standards-based lessons. Review how the lessons went and how effective they were.

Person or Persons Responsible

Coach and identified teachers

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

completed coaching cycle forms with data to reflect the effectiveness of the lesson

Facilitator:

Reading Coach

Participants:

identified teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

A coaching cycle form will be completed with the participants

Person or Persons Responsible

Reading coach and the teacher

Target Dates or Schedule

before the coaching, during the teaching, and afterward to review the information and plan for further action

Evidence of Completion

A completed coaching cycle form with student data

Plan to Monitor Effectiveness of G1.B2.S1

If effective standards based learning is taking place then the students achievement levels will increase.

Person or Persons Responsible

All teachers involved in the coaching cycle and Rebecca Champion

Target Dates or Schedule

Starting in November 2013

Evidence of Completion

Higher scores on Discovery, FOCUS, FAIR, My Access, and mini assessments

G1.B2.S2 School-based and district level curriculum specialists will provide professional development opportunities for teachers to gain more skills and strategies for effective instruction.

Action Step 1

District curriculum specialists will establish dates and times when they can observe, coach, and provide professional development to meet the specific needs of our teachers.

Person or Persons Responsible

District curriculum specialists, teachers, Mrs. Lewis, Mr. Butler

Target Dates or Schedule

Friday November 1, 2013

Evidence of Completion

A calendar of events will be created

Facilitator:

District curriculum specialists

Participants:

teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Focused observations-administration will look for evidence of appropriate teacher implementation of the strategies provided during professional development.

Person or Persons Responsible

school based administration

Target Dates or Schedule

following each professional development session and throughout the remainder of the school year

Evidence of Completion

Input of observation in Journey and lesson plans

Plan to Monitor Effectiveness of G1.B2.S2

Data from progress monitoring will show student gains if the standards based instruction is implemented effectively.

Person or Persons Responsible

Brett Butler, Asonja Corbett, Nadia Lewis, Rebecca Champion, and Erica Brink

Target Dates or Schedule

Weekly

Evidence of Completion

Data from Discovery, Focus, FAIR, My Access, and mini assessments

G1.B2.S3 Exemplary standards-based lessons will be recorded and shared during PLCs. Teachers will also be given the opportunity to observe quality standards-based lessons by their peers.

Action Step 1

School based leadership team will identify teachers/lessons that exemplify standards-based instruction. The lesson will be recorded and shared later during PLCs with a focused discussion on the strategies observed.

Person or Persons Responsible

Leadership team

Target Dates or Schedule

at least one shared lesson per month beginning November 2013

Evidence of Completion

recorded and shared lessons

Facilitator:

Leadership team

Participants:

teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S3

It will be a line item on the agenda of the leadership team meetings

Person or Persons Responsible

School leadership team

Target Dates or Schedule

The last week of the month at school based leadership team meetings (Fridays 7:30-8:00)

Evidence of Completion

Leadership team meeting minutes

Plan to Monitor Effectiveness of G1.B2.S3

Teachers and administrators will monitor the progress of student mastery in Reading, Writing, Mathematics, and Science standards.

Person or Persons Responsible

All teachers and administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher made assessments, My Access, FOCUS, and Discovery

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I, Part A
Title I, Part A, funds school-wide services to Kathleen Middle School. The Title I funds provide supplemental instructional resources and interventions for students with academic achievement needs. The program supports after-school and summer instructional programs, supplemental instructional materials, resources teachers, technology for students, professional development for the staff, and resources for parents. The district coordinates with Title II and Title III to ensure that staff development needs are addressed accordingly.
Title I, Part C- Migrant
Migrant students enrolled at Kathleen Middle School will be assisted by the school and by the District Migrant Program (MEP). Students will be prioritized by the MEP for supplemental services based on need and migrant status. MEP Teacher Advocates, assigned by the schools with high percentages of migrant students, monitor the progress of these high need students and provide or coordinate supplemental academic support. Migrant Home-School Liaisons identify and recruit migrant students and their families for the MEP. They provide support for both students and parents in locating services necessary to ensure the academic success of these students whose education has been interrupted by numerous moves.
Title I, Part D
Title I, Part D, provides Transition Facilitators to assist students with transition of Juvenile Justice (DJJ) facilities back into their zoned school. The Transition Facilitators communicate with the Guidance Counselors at schools to facilitate the transfer of records and appropriate placement.
Title II
Professional development resources are available to all schools through Title II funds. In addition, School Technology Services provide technical support, technology training, and licenses for software programs and web-based access via Title II-D funds as made available. Funds available to Kathleen Middle School are used to purchase supplemental educational materials as needed.
Title III
Title III provides supplemental resources for English Language Learners (ELL) and their teachers in Title I schools, as well as professional learning opportunities for school staff.
Title X- Homeless
The Hearth program, funded through Title X, provides support for identified homeless students. Title I provides additional support for this program, and many activities implemented by the Hearth program and carried out is cooperation with the Migrant Education Program (MEP) funded through Title I Part C.
Supplemental Academic Instruction (SAI)
NA
Violence Prevention Programs
Kathleen Middle School provides violence and drug prevention programs in order to promote a safe school environment. Examples of violence prevention programs include anti-bullying, gang awareness, gun awareness, etc.
Nutrition Programs
This school is not a location for a summer feeding program in the community.
Housing Programs
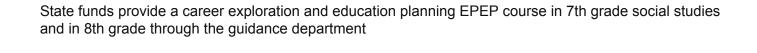Students with housing needs are referred to the Homeless Student Advocate.
Head Start
Head Start is not located on our campus.
Adult Education
Students are provided with information related to adult education options upon request.
Career and Technical Education

State funds provide a career exploration and education planning EPEP course in 7th grade social studies and in 8th grade through the guidance department

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Planning and implementation of Standards Based Instruction.

G1.B1 Teachers lack of depth of content knowledge pertaining to the standards.

G1.B1.S1 Training on the implementation of standards based instruction.

PD Opportunity 1

Plan the calendar of events as to when the training for standards based instructions for all content areas will occur. Establish the follow up of the continued professional development.

Facilitator

District Coaches

Participants

All Teachers

Target Dates or Schedule

Friday, November 1, 2013 at 7:30 AM

Evidence of Completion

Calendar of events for every core subject area with next steps after initial training. Agenda for the training.

G1.B2 Teachers lack of skills/strategies to deliver standard-based lessons.

G1.B2.S1 Teachers and coaches, in an effort to improve standards-based lessons, will participate in coaching cycles.

PD Opportunity 1

Identify teachers to participate in coaching cycle. Create the coaching cycle plan by identifying and implementing instructional practices most likely to produce the desired outcome of standards-based lessons. Review how the lessons went and how effective they were.

Facilitator

Reading Coach

Participants

identified teachers

Target Dates or Schedule

on-going throughout the school year

Evidence of Completion

completed coaching cycle forms with data to reflect the effectiveness of the lesson

G1.B2.S2 School-based and district level curriculum specialists will provide professional development opportunities for teachers to gain more skills and strategies for effective instruction.

PD Opportunity 1

District curriculum specialists will establish dates and times when they can observe, coach, and provide professional development to meet the specific needs of our teachers.

Facilitator

District curriculum specialists

Participants

teachers

Target Dates or Schedule

Friday November 1, 2013

Evidence of Completion

A calendar of events will be created

G1.B2.S3 Exemplary standards-based lessons will be recorded and shared during PLCs. Teachers will also be given the opportunity to observe quality standards-based lessons by their peers.

PD Opportunity 1

School based leadership team will identify teachers/lessons that exemplify standards-based instruction. The lesson will be recorded and shared later during PLCs with a focused discussion on the strategies observed.

Facilitator

Leadership team

Participants

teachers

Target Dates or Schedule

at least one shared lesson per month beginning November 2013

Evidence of Completion

recorded and shared lessons

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Planning and implementation of Standards Based Instruction.	$3,126
	Total	$3,126

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title 1	$3,126	$3,126
Total	$3,126	$3,126

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Planning and implementation of Standards Based Instruction.

G1.B1 Teachers lack of depth of content knowledge pertaining to the standards.

G1.B1.S1 Training on the implementation of standards based instruction.

Action Step 1

Plan the calendar of events as to when the training for standards based instructions for all content areas will occur. Establish the follow up of the continued professional development.

Resource Type

Professional Development

Resource

All teachers will be offered a chance to attend a three hour training with district level coaches to go over standards based instruction.

Funding Source

Title 1

Amount Needed

$3,126