



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Kissimmee Middle School

2410 DYER BLVD
Kissimmee, FL 34741
407-870-0857
www.osceola.k12.fl.us

School Demographics

School Type
Middle School

Title I
Yes

Free and Reduced Lunch Rate
80%

Alternative/ESE Center
No

Charter School
No

Minority Rate
89%

School Grades History

2013-14
C

2012-13
D

2011-12
C

2010-11
B

2009-10
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.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Part I: Current School Status	6
Part II: Expected Improvements	17
Goals Summary	22
Goals Detail	22
Action Plan for Improvement	25
Part III: Coordination and Integration	34
Appendix 1: Professional Development Plan to Support Goals	35
Appendix 2: Budget to Support Goals	37

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
Prevent	3	Ella Thompson

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

Current School Status

School Information

School-Level Information

School

Kissimmee Middle School

Principal

Gary Weeden

School Advisory Council chair

Denise Smith and Galo Mejia

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

Name	Title
Eugenia Rolando	Assistant Principal
David Stone	Math Coach
Brenda Berube	Science/Rtl Coach
Rebeca Arias	Literacy Coach
Maggie Cundiff	Dean
Maria Alvarado	Dean
Chad Ryan	Dean
Karen Hernandez	Social Studies/Data

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

10/15/2013

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

At the first SAC meeting, on August 26, Mr. Weeden requested parents to actively participate in SAC and one of them assume the role of President. Appointment is pending.

Ms. Alvarado, Dean of Students, was suggested as Secretary of SAC, and all people present agreed. On September 23, two parents volunteered as SAC Co-Chairs: Galo Mejia and Denise Smith. Other members include 29 parents, 9 school district employees (including 2 administrators).

Involvement of the SAC in the development of the SIP

For the first SAC meeting, Sandy Davenport and Yanelys Ballard, District Resource Administrators, came and explained to parents and staff the process through which we would develop the School Improvement Plan. Mr. Weeden presented the school data to parents and staff, and indicated the biggest areas of concern. Mr. Weeden then suggested focusing on 2 overarching goals: increasing writing across the curriculum, and increasing student engagement. Parents and staff agreed on these, and brainstormed strategies to address them, and possible barriers that may prevent their attainment.

Activities of the SAC for the upcoming school year

August 26: Start School Improvement Plan, Parental Involvement Plan, and School-Parents-Student Compact.

September 23: Continue developing and propose SIP, PIP, and Compact.

October 28: Title I Annual Meeting: presentation of SIP, PIP, and Compact.

The following monthly meetings will consist of reviewing data and evaluating progress toward reaching the goals set up in the SIP. New resources, strategies, and barriers will be identified and added.

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

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

Not 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

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Gary Weeden

Principal

Years as Administrator: 9

Years at Current School: 1

Credentials

Bachelor of Science-Health and Physical Education, East Carolina University 1994.

Master of Education- Educational Leadership, Stetson University 2004.

Performance Record

API at a Celebration High School when it was a double D. Helped moved the school from a D to an A and maintained that A for one year. Went to a B in 2012 and are awaiting the grade for 2013.

Eugenia Rolando

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Bachelor's degree: Teacher of English as a Foreign Language.
 Profesorado Joaquin V. Gonzalez, 2001.

Mater's degree: Educational Leadership. Grand Canyon
 University, 2008.

Certification: Educational Leadership (all levels); ESOL k-12; Math
 5-9; Reading Endorsement; Middle Grades Integrated Curriculum.

Performance Record

2012-2013, Math Coach, Denn John Middle School, School
 Grade: C.

2011-2012, Math Coach, Denn John Middle School, School
 Grade: C.

2010-2011, Algebra/8th Grade Math Teacher, Denn John Middle
 School, School Grade: C.

Instructional Coaches**# of instructional coaches**

4

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**David Stone**

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Mathematics

Credentials

B.S – UCF 2004

M.ED. Stetson 2012

Certification: Educational Leadership (all levels); Mathematics
 6-12

Performance Record

2012-2013, Dean at Poinciana High School 2012-2013, Grade not
 yet available, preliminary Grade is B. Students ranged from 65%
 to 85% on grade level, making gains and % of lowest 25% making
 gains.

2004-2005 Through 2011-2012: Grade 8 Math, Algebra and
 Geometry, Walker Middle School, School Grade: B, A, C, B, C, B,
 C, B. School did not meet AYP but did meet Safe Harbor.

Karen Hernandez		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Data, Other	
Credentials	Social Studies B.A. Certification: Social Science Grades 6-12	
Performance Record	2012-2013, Civics Teacher, Kissimmee Middle School, School Grade: D. 2011-2012, Civics Teacher, Kissimmee Middle School, School Grade: C. 2010-2011, Civics Teacher, Kissimmee Middle School, School Grade: C.	

Brenda Berube		
Full-time / School-based	Years as Coach: 2	Years at Current School: 1
Areas	Science, RtI/MTSS	
Credentials	Bachelors Science (B.S.) Biology Masters of Science (M.S.) Biomedical Technology & Management Clinical Laboratory Scientist (CLS) Board of Rhode Island School of Medical Technology Hematology MT (H), ASCP- American Society of Clinical Pathology Ph.D.- A.B.D. Education Education Specialist (Ed.S.) Administration Leadership for Teaching & Learning FLA Certifications: Biology (9-12); General Science (5-8); Educational Leadership (all levels)	
Performance Record	Director of Career & Technical Education, Fall River Schools, MA 2012-2013 (9/12/12-2/1/13)- CH74 - data not yet released. Science Department Head- BMC Durfee HS, Fall River, MA 2011-2012 . District HS Science (CPI 78.7 from 77.6) +1.1 gain. Associate Principal-Letourneau Elementary, Fall River, MA. 2010-2011 ELA (not met AYP)- Met target +8.0 gain; Math (not met AYP)- Met target +7.9 gain.	

Rebeca Arias		
Full-time / School-based	Years as Coach: 2	Years at Current School: 10
Areas	Reading/Literacy	
Credentials	Master's Degree: Curriculum and Instruction Bachelor's Degree in Political Science/History Certification: ESOL K-12; ESE K-12; Reading Endorsement; Middle Grades Integrated Curriculum 5-9.	
Performance Record	2012-2013, Literacy Coach, Kissimmee Middle School, School Grade: D. 2011-2012, Literacy Coach, Kissimmee Middle School, School Grade: C. 2010-2011, Reading Teacher, Kissimmee Middle School, School Grade: C.	

Classroom Teachers

of classroom teachers

78

receiving effective rating or higher

94, 121%

Highly Qualified Teachers

88%

certified in-field

66, 85%

ESOL endorsed

26, 33%

reading endorsed

13, 17%

with advanced degrees

24, 31%

National Board Certified

, 0%

first-year teachers

5, 6%

with 1-5 years of experience

30, 38%

with 6-14 years of experience

25, 32%

with 15 or more years of experience

10, 13%

Education Paraprofessionals**# of paraprofessionals**

17

Highly Qualified

17, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

5

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

When recruiting, the Principal and Assistant Principal ask highly-qualified, effective teachers in the faculty to be part of the interviewing process. The Principal and Assistant Principal arrive at a decision together.

The questions asked during the interviews are tied to the 10 design questions addressing goals and routines, instructional practices, and strategies enacted on the spot, with an emphasis on identifying candidates' ability to work with our students' academic needs and behaviors, strong knowledge of content area, and belief that all students can learn.

To retain highly qualified teachers, the Principal and Assistant Principal provide teachers with leadership opportunities in various committees, are receptive of teachers' feedback, and promote Professional Development and a positive culture.

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

Ms. Karen Godwin is in charge of the Teacher Mentoring Program for New Family Members. New faculty members were assigned a mentor who is highly qualified and highly effective, teaches the same subject and when possible the same grade level, and whose room is close in proximity.

Depending on new teachers' status, Ms. Godwin will meet with the new teachers every other week (or more often if needed) to go over school procedures, grading, planning, instructional strategies, evaluation, portfolio, requirements, and other support teachers may need by following the District handbook.

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

Every student receives MTSS services through Tier 1. The MTSS leadership team, consisting of the Assistant Principal, Counselors, Deans (and Grade Level Chair), School Psychologist, Speech and Language Therapist, Reading Coach, Math/Science Coach, and MTSS Coordinator meet weekly to dis-aggregate data and identify students who need services in Tier 2 and Tier 3.

Reading: Students with a Level 1 score in the FCAT Reading are receiving Tier 2 intervention in a double block Intensive Language Arts class. Students with a Level 2 score in the FCAT Reading are receiving Tier 2 intervention in a single block Intensive Language Arts class.

Math: The team will gather data from different sources, namely FCAT scores (Lowest Quartile), Diagnostic and Screening Assessment (STAR), and grades in common assessments, to determine students who are not making adequate progress in Math and need interventions through Tier 2. These will take place in small group instruction, 3 times a week, during students' elective period.

Behavior: The team will identify students with challenging behaviors and use appropriate PBS strategies to modify these behaviors, including assigning Mentors (Partners in Paws), and keeping Behavior Contracts.

Given the overwhelming number of students scoring below grade level. Our focus is to strengthen the instruction and interventions available through Tier 1. The MTSS team will work with grade level and academic PLC's to continually monitor interventions and form new interventions as needed.

Communication between these grade level and content level teams occurs through academic coaches, grade level chairs and deans and guidance counselors, collectively monitored by the MTSS coordinator. In addition, PLC meetings, school-wide faculty meetings, grade level meetings, instructional team meetings, department meetings, and Staff Development days will strengthen school-wide MTSS communication.

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

Principal Gary Weeden is responsible for dis-aggregating data, identifying needs and strategies that address these needs, allocating resources efficiently, informing parents, and taking into account their input in the preparation of the SIP. He is also responsible for providing teachers with professional development that improves Tier 1 instruction and interventions, and monitoring implementation.

Assistant Principal Eugenia Rolando is responsible for helping the principal in drafting the SIP and facilitating the communication between the principal and Spanish speaking parents. She is also responsible for monitoring instruction in Tier 1, actively participating in data analysis and the identification of students that need Tier 2 interventions.

Brenda Berube, MTSS Coordinator, is responsible for leading weekly meetings to discuss specific student and school-wide performance effectiveness. These student-centered meetings utilize academic and behavioral data to determine both area's levels of success and need. The core team may be divided into subgroups based on areas of expertise. The subgroups meet as needed to clarify behavior/ academic concerns, and frame problem-solving strategies matched with appropriate implement new interventions.

Guidance counselors, deans, social worker, school psychologist will focus on struggling students in need of behavior interventions and attendance issues.

Instructional coaches, and guidance counselors will focus on students struggling with academic interventions.

The whole MTSS team will address students in need of both social and academic interventions as well as work with ESE, and ESOL students that need specialized interventions.

The Intervention Assistance Team is comprised of the Principal, Assistant Principal, School Psychologist, 3 school Guidance Counselors, Reading Coach, Math Coach, Positive Behavior Support (PBS) Designee, ELL Compliance Specialist, Deans, Social Worker, and ESE RLS coordinator.

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

The school's MTSS leadership team and instructional staff all have MTSS responsibilities. The MTSS leadership team is responsible for developing and maintaining strategies and interventions for the school. Both groups provide input to the development of goals and strategies through the school's SAC. All students are in Tier 1, and they are assessed using various tools: previous FCAT scores, grades, and the district's adopted universal screener, and monitoring tool for reading and math: Renaissance Learning - STAR Enterprise. All students will be assessed with STAR 4 times a year.

The MTSS leadership team will identify 15-20% of students who are not making adequate progress in Tier 1 and need Tier 2 interventions in specific areas in reading and math. These students will be assessed more often, every 3 to 4 weeks, to determine if interventions are successful or if they need to be changed or increased (to Tier 3).

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

Baseline data sources for Tier 1: The Osceola Data Management System, Data Director, Renaissance Learning: STAR Enterprise (reading and Math), and Terms (FCAT, SESIR, discipline, demographic, attendance)

Academic Progress monitoring for Tiers 2 and 3: STAR, mini-assessments (based on school's instructional focus calendar), district curriculum formative assessments, district quarterly assessments (EOQ's), Teen Biz, PLATO test, and Voyager.

Behavioral Progress monitoring for Tiers 2 and 3: Behavior Educational Plan and Functional Behavior Assessment/Behavior Intervention Plan; both based on a detailed point system.

Annual data: CELLA, FCAT, End of course exams (EOC's).

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

The MTSS Coach, Brenda Berubi, provided an overview of the MTSS approach to staff during pre-planning, and to parents during the first SAC Meeting. The MTSS leadership team will create a professional development plan for the rest of the school year.

Instructional coaches will be responsible for building teachers' capacity in academic PLC meetings, to ensure data collection and problem solving are an integral part of the MTSS process.

Deans, ESE Learning Resource Specialist, ESOL Compliance Specialist, school psychologist, and social worker will be responsible for building teachers and parents' capacity, and bring feedback and related information to the team.

The principal and assistant principal will further develop staff and parents' their understanding of MTSS through professional development and at SAC meetings.

The core group is divided into subgroups based on areas of expertise. The subgroups meet on alternating weeks (academic and behavioral) to define student concerns, analyze the roots of those concerns, develop and implement new interventions, and evaluate the process. The MTSS Team assists grade level teams in implementation of intervention strategies, helps in conducting observations/screenings, develops methods of progress monitoring, and evaluate the effectiveness of intervention strategies. The MTSS Coach is in constant communication with the District Support Team for MTSS and integrates best practices from colleagues.

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:** 10,200

JumpStart: Students in need of tutoring or homework help in core academic subjects are welcome to attend this program daily, before school, 7:30 am to 8:30 am.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Data is collected by student attendance and grades in core academic subjects. Effectiveness of the program will be determined by analyzing grades of students who attend the program at least 80% of the time (4 or 5 days a week).

Who is responsible for monitoring implementation of this strategy?

Maggie Cundiff and Karen Hernandez.

Strategy: Before or After School Program**Minutes added to school year:** 150

ELO: Remediation/tutoring provided to students in the Lower Quartile in Math and Reading, in small group instruction, teacher-student rate 1:6, using standards-based materials. Tutoring takes place 2 times a week, before or after school, or during elective or double-block reading periods.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Monthly STAR reports.

Who is responsible for monitoring implementation of this strategy?

Eugenia Rolando

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Rebeca Arias	Literacy Coach
Gary Weeden	Principal
Eugenia Rolando	Assistant Principal
Sherry Austin	Media Specialist

How the school-based LLT functions

The Literacy Leadership Team at Kissimmee Middle School is comprised of the principal, assistant principal, literacy coach, media specialist, deans, instructional coaches and as well as other interested teachers. The LLT team works closely with the administrative team to monitor student academic progress. The LLT reports of upcoming PD workshops that focus on literacy across subjects. In addition, PD during planning time that focuses on literacy is provided to the LLT and teachers. The Literacy Leadership Team at KMS meets once a month to discuss monitoring of student achievement data and working with teachers to improve academic instruction.

Major initiatives of the LLT

The LLT develops school-wide reading initiatives that promote disciplinary literacy and a school culture of student readers as leaders, included but not limited to school-wide Battle of the Books, Family Literacy Night, Book Clubs, and participation in Read Across America Day.

Every Teacher Contributes to Reading Instruction

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

Teachers meet during their common planning time with the Literacy Coach to discuss lesson plans, and literacy strategies and goals for the school year.

Every week, the Literacy Coach posts the Reading Standard all teachers should review during CIM time (Continuous Improvement Model), together with Literacy Tips or Strategies on our email system, First Class. Teachers apply these reading strategies when analyzing texts in their own content subject.

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

KMS offers various elective classes that help students develop skills they need for their current classes, high school classes, college, and future careers.

Computer Application Business and Web Design: This course is designed to assist students in making informed decisions regarding their future academic and occupational goals and to provide information regarding careers in the Business Management, and the Administration career cluster. The content includes but is not limited to instruction in advanced keyboarding, advanced word processing, advanced hardware, advanced Internet, intermediate spreadsheet, introductory digital design, and soft skills for business applications.

Business Keyboarding: In this course, students learn how to type correctly on a computer, the correct vocabulary for computer hardware and technology, Microsoft Word, Excel, and Power Point, and how to research topics using the internet. The above skills can be used in all subject areas. For example, a science project asks students to conduct research, type reports about the project, and print graphics for the project. In order to complete those tasks a student would need to know to use a computer. In World History students may have a report assigned to them that the teacher requests it to be typed. The students should know how to set the report up in MLA style. Many of the core subjects request the students to complete a Power Point presentation during the year. Students who take this class will learn how to use Power Point.

Computing for College and Career: This course has direct relevance to all subjects that 8th grade students are taking. Microsoft Word, Excel, and Power Point so that they are capable of correctly completing all projects, reports, papers using the computer. Students learn soft business skills that are needed for their future careers and other core subjects such as filing, correct word choice, prioritizing specific work, etc. The course includes a career unit which involves creating a resume developing interview skills, which enhance students' public speaking skills. Public speaking is a skill needed to

present assignments for all classes.

Personal Development and Career Preparation: This course focuses on preparing students for responsibilities related to the workplace. Students develop self-awareness, career knowledge and exploration, employability skills, leadership, and lifelong learning skills. Students understand that preparing for the future requires knowledge and skills. There is a link between school and building foundational goals for the future. This is done through focusing on objectives that correlate transferable skills through academic training and a scope of family, school, and work concepts.

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 Counselors. Students are asked to complete a survey with their preference in elective classes. Students pursuing a career in music are placed in basic or advanced courses. Eighth grade students take the Personal Development and Career preparation to become aware of the different fields they may want to pursue a career in. They also receive personalized orientation regarding what high school to attend and what courses to take based on their career interests.

Strategies for improving student readiness for the public postsecondary level

The AVID strategies for college readiness (WICOR) will be employed throughout campus. Students will receive instruction in the Cornell note-taking system, critical reading skills such as annotating and summarizing texts, and reflective writing. Along with these academic "hard" skills, students will also practice organizational strategies through the implementation of one school-wide binder to house all subjects and agenda/planner use to improve time management. To improve the level of critical thinking and inquiry, students will participate in philosophical chairs and Socratic seminars.

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	50%	38%	No	55%
American Indian				
Asian	67%	41%	No	70%
Black/African American	50%	38%	No	55%
Hispanic	47%	34%	No	52%
White	61%	52%	No	65%
English language learners	31%	18%	No	38%
Students with disabilities	38%	29%	No	44%
Economically disadvantaged	48%	37%	No	54%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	293	23%	28%
Students scoring at or above Achievement Level 4	135	10%	15%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	12	26%	31%
Students scoring at or above Level 7	26	56%	61%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	743	58%	63%
Students in lowest 25% making learning gains (FCAT 2.0)	215	67%	72%

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)	60	50%	60%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	34	28%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	41	35%	45%

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	180	44%	49%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	12	92%	97%

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	73%	59%	No	75%
Black/African American	43%	36%	No	49%
Hispanic	45%	33%	No	51%
White	57%	50%	No	61%
English language learners	36%	21%	No	42%
Students with disabilities	34%	26%	No	41%
Economically disadvantaged	47%	36%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	242	20%	25%
Students scoring at or above Achievement Level 4	104	9%	14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	16	35%	40%
Students scoring at or above Level 7	20	43%	48%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	746	63%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	201	68%	73%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	101	80%	80%
Middle school performance on high school EOC and industry certifications	71	70%	100%

High School Mathematics**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%		No	53%
American Indian				
Asian	73%		No	75%
Black/African American	43%		No	49%
Hispanic	45%		No	51%
White	57%		No	61%
English language learners	36%		No	42%
Students with disabilities	34%		No	41%
Economically disadvantaged	47%		No	52%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	48	48%	53%
Students scoring at or above Achievement Level 4	23	23%	47%

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	69	16%	21%
Students scoring at or above Achievement Level 4	39	9%	14%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		26%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		47%

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)	0		1
Participation in STEM-related experiences provided for students	0	0%	10%

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	7	5%	3%
Students who fail a mathematics course	26	2%	1%
Students who fail an English Language Arts course	25	2%	1%
Students who fail two or more courses in any subject	23	2%	1%
Students who receive two or more behavior referrals	386	29%	19%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	315	24%	14%

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

Increase participation of parents in family activities and School Advisory Council.
 Increase parents' participation in students' education.
 Provide parents with resources to help their children at home.
 Inform parents about academic standards their children are assessed in.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase participation of parents in family activities and SAC.	0	0%	3%

Goals Summary

- G1.** Teachers will plan and deliver lessons, tasks, and assessments aligned to the full intent of the standards.

Goals Detail

G1. Teachers will plan and deliver lessons, tasks, and assessments aligned to the full intent of the standards.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Algebra 1 EOC
- Civics EOC
- Science - Middle School
- STEM - All Levels
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Marzano Research lab professional Development, Becoming a Reflective Teacher
- Vision from Admin
- Item Specs
- Depth of knowledge from support staff.
- Modeling Lessons from Math, Science, Social Studies, and Literacy Coaches. For example model classrooms and peer observations.
- Content knowledge
- Title money
- CPalms and Course Descriptions
- Common Planning
- Parents
- Students
- Positive Climate
- Teachers open to change
- Florida Achieves for Math and Science
- STAR for progress monitoring and instructional resource
- District PD from Resource Teachers

Targeted Barriers to Achieving the Goal

- Common understanding of the full intent and rigor of the standards across faculty.
- Lack of consistent use of high yield strategies to deliver instruction.

Plan to Monitor Progress Toward the Goal

Teachers' lessons, tasks and assessments are aligned to the full intent of the standards.

Person or Persons Responsible

Teachers

Target Dates or Schedule:

12/22/2013

Evidence of Completion:

Student performance data on common standards aligned assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Teachers will plan and deliver lessons, tasks, and assessments aligned to the full intent of the standards.

G1.B1 Common understanding of the full intent and rigor of the standards across faculty.

G1.B1.S1 Teachers will plan and deliver lessons, tasks and assessments aligned to the full intent of the standard.

Action Step 1

District personnel will model for school-based coaches the process for unpacking the standards.

Person or Persons Responsible

Middle school district resource teachers and school instructional coaches (math, science, literacy, and LRS)

Target Dates or Schedule

By November 22, 2013

Evidence of Completion

Training agenda, sign in sheets, training template, sample of unpacked standard

Facilitator:

District resource teachers

Participants:

School coaches

Action Step 2

School-based coaches will facilitate unpacking the standards during PLC/common planning time to develop standards based lesson plans.

Person or Persons Responsible

School based coaches (math, science, literacy, and LRS)

Target Dates or Schedule

By November 22, 2013 and ongoing

Evidence of Completion

Sign in sheet, lesson plans, completed template for PD, unpacked standard

Facilitator:

School coaches

Participants:

Content Teachers

Action Step 3

Develop an agenda for PLC's to unpack standards.

Person or Persons Responsible

Coaches and district resource teachers.

Target Dates or Schedule

12/2/2013

Evidence of Completion

Agendas for the PLC meetings throughout the year.

Action Step 4

ELA teachers will develop norms for their PLC

Person or Persons Responsible

PLC specialist from the district office will facilitate writing of the norms for remaining PLC's.

Target Dates or Schedule

January 15, 2014

Evidence of Completion

Norms for the PLC and PLC agenda reflecting new norms.

Action Step 5

Use workshop strategies to provide instruction on targeted skills and standards.

Person or Persons Responsible

Coaches and district resource teachers.

Target Dates or Schedule

August 8 and ongoing

Evidence of Completion

Training and sign in and agendas

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

PD and coaching calendar, Provide feedback of lesson plans and PLCs, as well as observe instruction with standards based lessons.

Person or Persons Responsible

Principal and Assistant Principal

Target Dates or Schedule

By 12/22/2013 and biweekly

Evidence of Completion

Professional Development calendar and iObservation feedback documentation

Plan to Monitor Effectiveness of G1.B1.S1

Classroom walkthroughs focusing on transference of planned lessons encompassing standards based instruction, tasks and assessments into lesson delivery

Person or Persons Responsible

Coaches and administration

Target Dates or Schedule

By 12/22/2013 and ongoing

Evidence of Completion

Administrative classroom walkthrough feedback documentation

G1.B10 Lack of consistent use of high yield strategies to deliver instruction.

G1.B10.S1 With support, teachers will deliver lessons, tasks, and assessments aligned to the full intent of the standard.

Action Step 1

Administration will identify targeted support for teachers

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing until the end of the year

Evidence of Completion

Classroom walk-through documentation

Action Step 2

Create protocol for coaching cycle and coaching PLC to include documentation and process outline

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

By 12/02/2013

Evidence of Completion

Coach's log and coaching cycle

Action Step 3

Create a calendar for professional development as needs identified by administration walkthroughs

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

From now until the end of the year

Evidence of Completion

School-wide PD calendar

Action Step 4

Create agenda and attendance sheets for professional development meetings

Person or Persons Responsible

Coaches with administration, district, and DA support

Target Dates or Schedule

From now until the end of the year

Evidence of Completion

Agenda and sign in sheets

Action Step 5

Email detailing professional development to include agenda, topic, what teachers need to bring, what teachers will take away, what teachers are expected to complete afterward.

Person or Persons Responsible

Coaches with administration, district, and DA support

Target Dates or Schedule

From now until the end of the year

Evidence of Completion

Email documentation

Action Step 6

Deliver professional development to all teachers to address specific instructional strategies, including and not limited to: Collaborative structures Small-group instruction Gradual Release Reading and writing to learn Marzano's identified highly effective instructional strategies PLC

Person or Persons Responsible

Coaches with district and DA support

Target Dates or Schedule

From now until the end of the year

Evidence of Completion

PD materials

Facilitator:

Participants:

Action Step 7

Minutes with deliverables outlined from professional development

Person or Persons Responsible

Coaches

Target Dates or Schedule

From now until the end of the year

Evidence of Completion

PD minutes and deliverables

Action Step 8

Coaching calendars, logs, and feedback to build capacity in pedagogy

Person or Persons Responsible

Coaches with administration, district, and DA support

Target Dates or Schedule

Beginning 12/02/2013 until the end of the year

Evidence of Completion

Coaching calendars and logs

Action Step 9

Professional development on modeling math lessons highlighting accountable talk and mathematical practices.

Person or Persons Responsible

District resource teachers and Math Solutions trainers.

Target Dates or Schedule

Beginning August 1 and ongoing through the year.

Evidence of Completion

Professional development sign in, agenda, and minutes.

Action Step 10

ELA and ILA lesson study. ELA and ILA teachers will participate in a lesson study which is tied to standards based instruction and model that lesson to other teachers.

Person or Persons Responsible

Selected ELA and ILA teachers

Target Dates or Schedule

2 cycles Decemeber 2013 and February 2014

Evidence of Completion

Lesson plan, agenda and observation.

Action Step 16

All coaches model lessons for teacher to show how to change lesson to increase student engagement.

Person or Persons Responsible

Academic Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches log

Action Step 16

Lesson plans are previewed by coaches for reflection before submission to administration.

Person or Persons Responsible

Coaches and administration

Target Dates or Schedule

Weekly beginning January 23.

Evidence of Completion

Lesson plans

Action Step 16

Teachers modify CIM delivery based on test assessment results.

Person or Persons Responsible

Teachers and coaches

Target Dates or Schedule

January and ongoing

Evidence of Completion

New instructional calendars

Action Step 16

Conduct instructional rounds for specific look-fors

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

January 23 and ongoing

Evidence of Completion

Completed look for form.

Action Step 16

Use data analysis to facilitate common PLC planning and data chats with teachers.

Person or Persons Responsible

Coaches

Target Dates or Schedule

January and ongoing

Evidence of Completion

PLC agenda

Action Step 16

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B10.S1

Classroom implementation of designated professional development

Person or Persons Responsible

Coaches and administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom walk-through schedule and identified Look Fors based on targeted PD

Plan to Monitor Effectiveness of G1.B10.S1

Progress tracking on standards based common assessments

Person or Persons Responsible

Teachers and coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Results tracked on STAR Math/Reading assessments, Osceola Writes, science common assessments, and math assessments

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

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Reading and Math Coaches develop and lead programs based on Common Core Standards curriculum/behavior assessment and intervention approaches

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I Part D

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

Title II

Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation

Title X

To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

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. Teachers will plan and deliver lessons, tasks, and assessments aligned to the full intent of the standards.

G1.B1 Common understanding of the full intent and rigor of the standards across faculty.

G1.B1.S1 Teachers will plan and deliver lessons, tasks and assessments aligned to the full intent of the standard.

PD Opportunity 1

District personnel will model for school-based coaches the process for unpacking the standards.

Facilitator

District resource teachers

Participants

School coaches

Target Dates or Schedule

By November 22, 2013

Evidence of Completion

Training agenda, sign in sheets, training template, sample of unpacked standard

PD Opportunity 2

School-based coaches will facilitate unpacking the standards during PLC/common planning time to develop standards based lesson plans.

Facilitator

School coaches

Participants

Content Teachers

Target Dates or Schedule

By November 22, 2013 and ongoing

Evidence of Completion

Sign in sheet, lesson plans, completed template for PD, unpacked standard

G1.B10 Lack of consistent use of high yield strategies to deliver instruction.

G1.B10.S1 With support, teachers will deliver lessons, tasks, and assessments aligned to the full intent of the standard.

PD Opportunity 1

Deliver professional development to all teachers to address specific instructional strategies, including and not limited to: Collaborative structures Small-group instruction Gradual Release Reading and writing to learn Marzano's identified highly effective instructional strategies PLC

Facilitator

Participants

Target Dates or Schedule

From now until the end of the year

Evidence of Completion

PD materials

Appendix 2: Budget to Support School Improvement Goals