

Marion County Public Schools

Fort King Middle School



2022-23 Schoolwide Improvement Plan

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Fort King Middle School

545 NE 17TH AVE, Ocala, FL 34470

[no web address on file]

Demographics

Principal: Michael Carter

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students* Hispanic Students* Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2021-22: C (47%) 2018-19: B (54%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Fort King Middle School

545 NE 17TH AVE, Ocala, FL 34470

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Fort King Middle School's mission is to develop the existing potential of all students by building relationships and providing opportunities to enhance individual success in an evolving society through Employment, Enlistment, or Enrollment pathways.

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Carter, Michael	Principal	To provide the visionary leadership necessary to design, develop, and implement a comprehensive program of instructional and support services which optimize available resources and to provide successful high quality experiences for students in a safe and orderly environment. Supervises all Administrative, Instructional, and Non-Instructional Personnel assigned to the school.
Jones, Timothy	Assistant Principal	Tim Jones The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of implementation of intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas.
Gilmore, Rometha	Assistant Principal	The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of implementation of intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas.
Duncan, Lindsay	Instructional Coach	Lindsay Duncan The Content Area Specialist serves as an academic coach for teachers and paraprofessionals utilizing effective coaching practices to build capacity and support student learning. Additionally, the Content Area Specialist serves as an intervention specialist for targeted students, based on need, for the specific area of content.
Shepler, Teresa	School Counselor	To provide students with educational, personal, and vocational counseling and to identify and coordinate all available resources to empower students to reach full potential.

Name	Position Title	Job Duties and Responsibilities
Harper, Mary	School Counselor	To provide students with educational, personal, and vocational counseling and to identify and coordinate all available resources to empower students to reach full potential.
Kissane, Bobby	Dean	The student service manager is responsible to assist teachers, staff and students with the positive behavior system in order to reduce referrals and improve classroom management. He supervises transitions, has duty stations through out the day and provides support to maintain a safe environment. He supports the assistant principal of discipline whenever needed. He is an active part of the safety committee and multiple other school groups.
Runnels, Kerry	Dean	The student service manager is responsible to assist teachers, staff and students with the positive behavior system in order to reduce referrals and improve classroom management. He supervises transitions, has duty stations through out the day and provides support to maintain a safe environment. He supports the assistant principal of discipline whenever needed. He is an active part of the safety committee and multiple other school groups.

Demographic Information

Principal start date

Friday 7/1/2022, Michael Carter

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

31

Total number of teacher positions allocated to the school

72

Total number of students enrolled at the school

1,088

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

2

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	357	347	400	0	0	0	0	1104
Attendance below 90 percent	0	0	0	0	0	0	116	143	144	0	0	0	0	403
One or more suspensions	0	0	0	0	0	0	41	88	97	0	0	0	0	226
Course failure in ELA	0	0	0	0	0	0	67	162	149	0	0	0	0	378
Course failure in Math	0	0	0	0	0	0	112	157	124	0	0	0	0	393
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	75	108	132	0	0	0	0	315
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	74	108	116	0	0	0	0	298
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	170	223	249	0	0	0	0	642

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	5	14	32	0	0	0	0	51
Students retained two or more times	0	0	0	0	0	0	5	3	6	0	0	0	0	14

Date this data was collected or last updated

Thursday 8/4/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	364	369	349	0	0	0	0	1082
Attendance below 90 percent	0	0	0	0	0	0	126	137	135	0	0	0	0	398
One or more suspensions	0	0	0	0	0	0	123	130	92	0	0	0	0	345
Course failure in ELA	0	0	0	0	0	0	163	142	114	0	0	0	0	419
Course failure in Math	0	0	0	0	0	0	157	130	169	0	0	0	0	456
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	79	101	133	0	0	0	0	313
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	91	124	103	0	0	0	0	318
Number of students with a substantial reading deficiency	0	0	0	0	0	0	79	101	133	0	0	0	0	313

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	199	197	193	0	0	0	0	589

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	71	0	0	0	0	72
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	364	369	349	0	0	0	0	1082
Attendance below 90 percent	0	0	0	0	0	0	126	137	135	0	0	0	0	398
One or more suspensions	0	0	0	0	0	0	123	130	92	0	0	0	0	345
Course failure in ELA	0	0	0	0	0	0	163	142	114	0	0	0	0	419
Course failure in Math	0	0	0	0	0	0	157	130	169	0	0	0	0	456
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	79	101	133	0	0	0	0	313
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	91	124	103	0	0	0	0	318
Number of students with a substantial reading deficiency	0	0	0	0	0	0	79	101	133	0	0	0	0	313

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	199	197	193	0	0	0	0	589	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	71	0	0	0	0	72
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	37%	42%	50%				42%	49%	54%
ELA Learning Gains	42%						49%	54%	54%
ELA Lowest 25th Percentile	34%						40%	46%	47%
Math Achievement	43%	30%	36%				56%	54%	58%
Math Learning Gains	53%						59%	58%	57%
Math Lowest 25th Percentile	51%						57%	50%	51%
Science Achievement	37%	45%	53%				41%	46%	51%
Social Studies Achievement	58%	49%	58%				66%	70%	72%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	33%	45%	-12%	54%	-21%
Cohort Comparison						
07	2022					
	2019	40%	46%	-6%	52%	-12%
Cohort Comparison		-33%				
08	2022					
	2019	48%	50%	-2%	56%	-8%
Cohort Comparison		-40%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	43%	46%	-3%	55%	-12%
Cohort Comparison						
07	2022					
	2019	51%	49%	2%	54%	-3%
Cohort Comparison		-43%				
08	2022					
	2019	55%	41%	14%	46%	9%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	43%	44%	-1%	48%	-5%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	62%	65%	-3%	71%	-9%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	92%	54%	38%	61%	31%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	0%	51%	-51%	57%	-57%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	12	30	24	22	40	43	20	26			
ELL	17	39	44	22	48	43	19	19			
ASN	44	50		50	64						
BLK	24	38	42	25	46	53	15	43	55		
HSP	35	41	33	42	60	56	37	56	72		
MUL	34	37		40	67	46		58			
WHT	43	44	31	53	51	46	50	65	74		
FRL	32	39	33	37	50	51	31	54	64		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	9	31	35	16	37	38	14	40			
ELL	8	35	36	17	43	38	15	50			
ASN	45	55		27	27						
BLK	23	36	34	19	34	37	15	39	32		
HSP	30	46	40	37	47	38	29	56	58		
MUL	29	36	20	32	42	47	25	79			
WHT	44	45	42	48	49	37	43	68	65		
FRL	30	40	36	32	42	36	23	53	39		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	16	45	39	22	46	45	11	33			
ELL	22	59	50	41	47	40	22	36			
ASN	73	64		80	60						
BLK	28	41	37	41	54	62	28	53	71		
HSP	38	54	43	52	57	55	33	59	70		
MUL	46	54	38	55	66	67	50	67	64		
WHT	47	49	41	64	61	54	48	71	78		
FRL	35	46	40	50	57	57	34	58	65		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	26
Total Points Earned for the Federal Index	451
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	52
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Reviewing the data, the following trends emerge:

In ELA, 6th grade had the highest proficiency level with 37% proficiency. The 8th grade cohort had the largest proficiency gain rising 7% points (27% to 34%).

In Math, behind Algebra and Geometry, 7th grade math had the highest proficiency score with 41% and the highest cohort growth with 12% (29% to 41%). The Algebra 1 group increased in proficiency from the previous year rising from 81% to 85% and the students.

In Science, the trend from the previous years remained similar in that the ELA Proficiency and the Science Proficiency scores are within a few percentage points of each other. This shows the correlation and the need to address not only reading, but reading within the disciplines.

Another trend that was identified within the ESSA subgroups is that the Students with Disabilities dropped into the third year of being below 41% and first year below 32%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on the data, ELA has the greatest need for improvement at the school with an overall score of 37% and all three grade levels falling between 34% and 37%. This need is evident in the reading placement of students at the school as well. A majority of the students (over 2/3) fall into the intensive reading interventions with a focus on phonics and comprehension.

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

During the school year, there was a change of reading teachers which caused other teachers to need to teach courses that they were not familiar with and had to learn the new program. Some new actions that could assist with this is that teachers will utilize disciplinary literacy across content areas to better support the students with reading comprehension and increase student vocabulary. Another action is to increase the professional development the reading and ELA teachers receive in regards to meeting the needs of all students in the classroom including the struggling readers through incorporating different reading strategies.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The most improvement overall was shown in math. In fact, math is the reason that the acceleration points were at 70%. Also, math scores in general had the greatest increase rising 5% points with learning gains rising 9% and the bottom quartile rising by 13%. This is in part due to the intensive math courses focusing on the student needs and collaborating with the current math teachers to determine the areas of focus for the upcoming units.

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

The contributing factor to this improvement is the utilization of the intensive math units to assist the students in increasing their skills in fundamental math in order to best support the students in their grade level math class. In order to increase this progress, there is an intensive math teacher for each grade level and these teachers will attend the collaborative planning meetings that will take place during the school year.

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

In order to accelerate learning, Fort King will be implementing;

- 1) Focus on building positive relationships with students and creating a positive environment around campus where students believe in themselves because the school staff believes in them. The purpose behind this is that over 50% of the students last year received at least one referral which resulted in time out of the classroom and time out of school due to suspension.
- 2) With the incorporation of the new BEST Standards in ELA and Math, teachers will receive professional development on the benchmarks and collaborative planning to determine the best strategies to teach these new benchmarks in their classroom.
- 3) Teachers will participate in professional development on disciplinary literacy and incorporate the strategies learned into all content areas to increase student vocabulary and comprehension which will in turn increase the ELA scores and student proficiency will increase.

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

The professional development opportunities that teachers will be provided throughout the year will be differentiated on the subject levels that the teachers teach, the needs of the teachers based on qualitative and quantitative data gathered from classroom walkthroughs, and the incorporation of disciplinary literacy across the content areas. Teachers will receive professional development with modeling of strategies on the limits of the new benchmarks, classroom management, disciplinary literacy, utilizing the new assessment data to drive instruction, and building efficient collaborative structures within the classroom to build an inclusive learning environment for all students.

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

In order to sustain the improvement throughout the next school year and beyond, the leadership team will be focused on maintaining the support the students need on campus with a Content Area Specialist paid for from Title 1 Funds. The administrative team will also work with teachers to not only monitor the student data as it becomes available but also to build action plans for the students with the highest need.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to building relationships.

Area of Focus
Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

During the 2021-2022 school year, there were over 2600 office discipline referrals processed for 692 students. This results in students having a loss in instructional time in the classroom causing a deficit in their progress towards mastering the benchmarks being taught in the classroom. If Fort King Middle School focuses on building positive relationships with students, their parents, and the community, then we will see a decrease of students receiving office discipline referrals and the amount of time students are missing instruction.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Fort King Middle School will increase the relational capacity with the staff and students which will in turn result in a 10% decrease in student referrals overall and an increase of 10% to students who receive 0-1 referral.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

This will be monitored through monthly data meetings within the leadership team to evaluate the number of referrals being processed, what the referrals are for, determine the trends, and put in place either interventions for the students, professional development focused on classroom management, or re-evaluate systems that are currently in place that need to be modified.

Person responsible for monitoring outcome:

Rometha Gilmore (rometha.gilmore@marion.k12.fl.us)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

To effectively increase the relational capacity of our staff and students at the school, Fort King Middle School will implement a PBIS program that will focus on increasing the staff and student awareness of each other and promote positive communication between the school and home.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

The Positive Behavior Intervention and Supports program is research based and part of the 10 critical elements is to create positive relationships with students and the community as well as celebrate success. By utilizing the many different resources available through PBIS and also by utilizing the PBIS Committee to monitor student progress and action plan to determine next steps for groups and individual students, there will be a decrease in student referrals.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Bring together the PBIS Team to focus on developing professional development around classroom management and building positive relationships with students.
2. Monitor discipline and attendance data monthly to identify trends and areas of focus.
3. Implement a reward/celebration system for students who are successful in making the proper choices quarterly.

Person

Responsible

Rometha Gilmore (rometha.gilmore@marion.k12.fl.us)

#2. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus****Description**

and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

For the 2022-2023 school year, the state of Florida has adopted the new BEST Standards in ELA and Math along with a new textbook to support teaching the new benchmarks. Fort King Middle School is already struggling with their proficiency in ELA, Math, and Science. By working with our teachers to focus on learning the new benchmarks as well as develop strategies through professional development and collaborative planning, the students at Fort King Middle School will increase by at least 5% in ELA, Math, and Science proficiency school wide.

Measurable**Outcome:****State the****specific****measurable****outcome the****school plans****to achieve.**

This should be a data based, objective outcome.

Fort King Middle School will offer professional development that is differentiated for the teacher needs around teaching the standards in their classrooms as well as implementing strategies that best meet the needs of the new benchmarks and what the students are to master by the end of the year. By focusing on developing and improving the teaching craft with a focus on standards based instruction, student proficiency will increase in ELA (37% to 41%), Math (43% to 48%) and Science (37% to 41%).

Monitoring:**Describe how****this Area of****Focus will be****monitored for****the desired****outcome.**

The principal and other members of the leadership team will conduct classroom walkthroughs and monitor assessment results to determine the effectiveness of the Tier 1 instruction in the classroom as the teachers work towards developing mastery of the standards within their field of experience.

Person**responsible****for monitoring****outcome:**

Michael Carter (michael.carter@marion.k12.fl.us)

Evidence-**based****Strategy:****Describe the****evidence-****based strategy****being****implemented****for this Area****of Focus.**

By implementing a professional development cycle with embedded strategies that model effective teaching strategies and allow teachers the time to analyze and reflect upon the upcoming benchmarks, will increase the teachers' knowledge of the content and the effective strategies for the teacher to implement. Within collaborative planning groups, the teachers are able to work as a cohesive unit to better plan and develop a plan that will be effective for all students in the classroom to gain knowledge of the new standards as well as the teacher can remediate when needed after reviewing the student work and discussing with teachers who teach the same content.

Rationale for**Evidence-****based****Strategy:****Explain the**

Teachers will partake in professional development that will include BEST Benchmark support items including item specifications and test blueprints while planning. Teachers will also utilize information gathered from the book study of the Fundamental Five when constructing their lesson plans in order to increase the rigor in their classroom.

rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The principal will work the Content Area Specialist to create a professional development calendar with a focus on learning the benchmarks, collaborative planning, and implementing appropriate strategies in the classroom.
2. The principal will work with the leadership team to develop a coaching cycle to identify and support teachers who need extra support beyond the professional development offered at the school to improve their teaching practices.
3. The principal, assistant principals, and the content area specialist will conduct walkthroughs with meaningful feedback on teaching practices and the rigor at which the standard is being taught.

Person Responsible Lindsay Duncan (lindsay.duncan@marion.k12.fl.us)

#3. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus****Description and****Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

The ESSA Subgroup of students with disabilities has been determined to be below the ESSA Threshold of 41% for three years and this past year dropped from 32% to 27%. If Fort King Middle School can create a more inclusive learning environment, identify students who are able to be moved from self-contained to a more least-restrictive environment with inclusion classes, and provide the necessary supports to be successful in the classroom, then we will see the students with disabilities make more progress towards becoming proficient and become proficient which will increase our ESSA Index score by 6% (27% to 33%).

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Fort King Middle School will provide teachers with professional development focused on building more inclusive teaching environments by implementing strategies from the Universal Design for Learning. By creating these inclusive environments, students will be able to learn from their non-disabled peers and students with disabilities are more likely to become proficient resulting in an increase in the ESSA Index from 27% to 33% (6% increase).

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The Principal, Assistant Principal of Discipline, and the Behavior Specialist will monitor student data which will include referrals, in class data tracking sheets, and grades to determine the best supports needed to create a more equitable environment which will in turn allow the students to become more prepared to be moved into an inclusive environment by the time they are in the eighth grade and being prepared to be moved to high school.

Person responsible for monitoring outcome:

Rometha Gilmore (rometha.gilmore@marion.k12.fl.us)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

The evidenced based strategy being used in this Area of Focus is utilizing the skills and strategies from the Universal Design of Learning and the ability for students to be moved through the tiered level system and move into a more inclusive environment with their disabled peers.

Rationale for Evidence-based

Research has shown that when students with disabilities are in a class with their non-disabled peers and are provided different ways to learn and demonstrate mastery, they are more likely to become more proficient in the subject they are being taught. Students

Strategy:
Explain the rationale for selecting this specific strategy.
Describe the resources/ criteria used for selecting this strategy.

with disabilities in the classroom with their non-disabled peers have also been shown in research to have less behavior issues and increase their social skills to adapt to the increased rigor of the classroom. Teachers will utilize the different pieces of Universal Design in which they will be able to allow students the opportunity to complete their work and demonstrate mastery in different ways yet still reach the depth of the standard.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The behavior specialist and ESE teachers will work with the students to instruct them on how they can earn their points to move to a classroom with their peers in an inclusive environment.
2. Teachers will be provided professional development by the administrative and ESE team on strategies to create a more inclusive environment for students with disabilities in the general education classroom setting.
3. The administrative team and the ESE team will work to identify students who are ready to be moved out into the general education classroom with the support from a support facilitator.
4. The students in the inclusive environment will be monitored by the administrative team, the ESE team, and the general education teacher to determine the success of the student and add more inclusive classes.

Person Responsible

Rometha Gilmore (rometha.gilmore@marion.k12.fl.us)

Positive Culture & Environment

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

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

Fort King Middle School is focused on building a positive school culture and environment both at the school and in the community. Fort King strives to make sure that every student feels safe and welcome at the school through the interactions with the students by staff and student to student. Throughout the year, Fort King will work with different mentor and community groups to better support the students through their different needs.

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

School Principal - create a vision and be a model of the vision to where there are only positive interactions with the students and everyone feels safe on campus

School Staff - all interactions with students and the community are positive and create a safe learning environment for everyone. This includes greeting students at the door and developing the positive relationships with students.

Students - learn to have positive interactions with other students and with the adults on campus. Students will learn to make positive choices that prepare them for their future by utilizing our Wings of Excellence.

Parents/Guardians - work with the school in a positive manner to promote a safe and positive learning environment where they work hand in hand with the school for the betterment of the students

Community Members - provide support to the school in any manner that they can: mentoring, campus beautification, moments of silence, and any other means of support that can be provided. The community will also recognize the ongoing positive interactions that are had with the students at Fort King.