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Martin Luther King Middle School

5928 STEWART ST, Milton, FL 32570

<http://www.santarosa.k12.fl.us/schools/kms/>

Demographics

Principal: Darren Brock

Start Date for this Principal: 7/24/2013

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)	70%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students* Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (44%) 2018-19: C (49%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
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 was approved by the Santa Rosa County School Board on 10/13/2022.

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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Martin Luther King Middle School

5928 STEWART ST, Milton, FL 32570

<http://www.santarosa.k12.fl.us/schools/kms/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Middle School 6-8</p>	<p>2021-22 Title I School</p> <p>Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>70%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>27%</p>

School Grades History

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

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To love, educate, and prepare all students for graduation and a successful future.

Provide the school's vision statement.

Santa Rosa County District Schools provides an environment that fosters each learner's potential, equips students for academic excellence, and promotes lifelong learning.

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
Brock, Darren	Principal	Provides strategic direction for the school by developing curricula, assessing teaching methods, monitoring student achievement, encouraging parent involvement, administering the budget, hiring and evaluating staff and overseeing facilities.
Baxley, Melissa	Assistant Principal	Assists the principal to provide direction for the school by developing curricula, assessing teaching methods, monitoring students achievement, encouraging parent involvement, administering the budget, hiring, and evaluating staff and overseeing facilities.
Lee, Kelly	School Counselor	Is responsible for the registration of new students and scheduling of all students, provides personal/social, behavioral, and/or academic counseling to all students, provides assistance in the screening, referral, identification and placement of students with special needs, and provides assistance to parents of all students. Coordinates and administers a variety of standardized tests, maintains test security, and interprets test results to parents, students, and other school staff.
Gilmore, Dana	School Counselor	Is responsible for the registration of new students and scheduling of all students, provides personal/social, behavioral, and/or academic counseling to all students, provides assistance in the screening, referral, identification and placement of students with special needs, and provides assistance to parents of all students. Coordinates and administers a variety of standardized tests, maintains test security, and interprets test results to parents, students, and other school staff.
Guy, Theresa	Instructional Coach	Provides teacher professional learning for literacy and small group literacy intervention.
Lyle, Lisa	Instructional Coach	Provides teacher professional learning for mathematics and small group mathematics intervention
Byers, Jamie	Dean	Manages student supervision issues and enforces school behavioral expectations. Is knowledgeable of Santa Rosa County School Board Policies regarding safety and discipline, enforces policies/rules both fairly and consistently. Promotes the welfare of students, faculty and staff; and sets high expectations and articulates them to all stakeholders.
Gearin, Amanda	Teacher, ESE	Supervises IEP compliance and provides accommodations as needed.
Gough, Martha	Reading Coach	Responsible for planning, coordinating, and implementing literacy professional development, to build capacity with literacy community for improving student achievement, to collaborate among teams (School Leadership team, Literacy

Name	Position Title	Job Duties and Responsibilities
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Leadership Team, MTSS, etc.), to determine literacy needs and implement success strategies at school site.

Demographic Information

Principal start date

Wednesday 7/24/2013, Darren Brock

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.*

0

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.*

21

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

662

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

2

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

4

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	215	236	211	0	0	0	0	662
Attendance below 90 percent	0	0	0	0	0	0	25	40	46	0	0	0	0	111
One or more suspensions	0	0	0	0	0	0	5	5	3	0	0	0	0	13
Course failure in ELA	0	0	0	0	0	0	7	6	3	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	8	7	5	0	0	0	0	20
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	55	65	65	0	0	0	0	185
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	66	86	70	0	0	0	0	222
Number of students with a substantial reading deficiency	0	0	0	0	0	0	51	59	56	0	0	0	0	166

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	20	25	26	0	0	0	0	71

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	10	4	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	4	4	5	0	0	0	0	13

Date this data was collected or last updated

Monday 8/29/2022

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	241	201	228	0	0	0	0	670
Attendance below 90 percent	0	0	0	0	0	0	119	105	100	0	0	0	0	324
One or more suspensions	0	0	0	0	0	0	9	5	6	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	10	6	5	0	0	0	0	21
Course failure in Math	0	0	0	0	0	0	9	6	9	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	62	48	79	0	0	0	0	189

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	5	3	4	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	1	3	5	0	0	0	0	9

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	241	201	228	0	0	0	0	670
Attendance below 90 percent	0	0	0	0	0	0	119	105	100	0	0	0	0	324
One or more suspensions	0	0	0	0	0	0	9	5	6	0	0	0	0	20
Course failure in ELA	0	0	0	0	0	0	10	6	5	0	0	0	0	21
Course failure in Math	0	0	0	0	0	0	9	6	9	0	0	0	0	24
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	62	48	79	0	0	0	0	189

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	5	3	4	0	0	0	0	12
Students retained two or more times	0	0	0	0	0	0	1	3	5	0	0	0	0	9

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	40%	59%	50%				45%	63%	54%
ELA Learning Gains	41%						52%	60%	54%
ELA Lowest 25th Percentile	37%						53%	56%	47%
Math Achievement	41%	38%	36%				47%	70%	58%
Math Learning Gains	48%						42%	65%	57%
Math Lowest 25th Percentile	36%						37%	58%	51%
Science Achievement	43%	69%	53%				45%	63%	51%
Social Studies Achievement	59%	66%	58%				61%	77%	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	46%	63%	-17%	54%	-8%
Cohort Comparison						
07	2022					
	2019	41%	59%	-18%	52%	-11%
Cohort Comparison		-46%				
08	2022					
	2019	44%	68%	-24%	56%	-12%
Cohort Comparison		-41%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	46%	66%	-20%	55%	-9%
Cohort Comparison						
07	2022					
	2019	31%	54%	-23%	54%	-23%
Cohort Comparison		-46%				
08	2022					
	2019	45%	76%	-31%	46%	-1%
Cohort Comparison		-31%				

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	42%	62%	-20%	48%	-6%
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%	75%	-13%	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	75%	73%	2%	61%	14%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	29	34	23	32	20	23	35			
BLK	31	38	60	30	34	8	35	36			
HSP	23	43		26	38						
MUL	42	46	26	44	50	33	41	63	53		
WHT	41	40	36	42	49	38	44	62	49		
FRL	33	37	37	33	43	36	37	53	43		

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	14	32	30	17	38	44	22	41			
BLK	33	53	37	20	37	41	20	46			
HSP	35	27		31	33						
MUL	36	38	24	43	41	36	50	65	58		
WHT	43	46	36	39	34	38	55	60	44		
FRL	37	44	36	34	36	39	46	56	38		

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	21	44	43	26	33	23	38	29	40		
BLK	15	37	43	19	30	34	14	38			
HSP	38	52		42	43			40			
MUL	52	54	64	48	41	27	43	61	57		
WHT	48	54	53	49	44	39	48	65	58		
FRL	41	52	55	45	42	39	44	58	59		

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	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	395
Total Components for the Federal Index	9
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	26
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
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	33

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	45
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	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

In reviewing our 2022 FSA data, our African American and Students With Disabilities (SWD) consistently perform lower than their non-disabled peers. According to 2022 FSA data, all areas demonstrated a substantial decrease from 2021 FSA data. Based on comparison of 2021 FSA Data to the 2022 FSA Data the ELA Learning Gains percentile decreased by 4.2 percent, Math Learning Gains decreased by 4.2 percent, and Science achievement decreased by 7 percent. In the 2022 school year showed a significant increase to 1,302 ODRs. This number more than doubles the previous year office referrals.

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

In reviewing our state assessment scores (2021-22), 7th grade ELA, 7th grade Math, and 6th Grade Math were our lowest reporting categories. Only 36% of our 7th grade ELA students were proficient.

Only 24% of our 7th grade Math students were proficient and 38% of our 6th grade Math students were proficient.

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

Contributing factors include, 7th grade advanced students take the 8th grade FSA test, increased learning gaps due to previous years of impact due to Covid protocols, attendance, student discipline, and student motivation. Highly qualified teachers will provide rigorous Tier 1 instruction, Tier 2 intervention, and Tier 3 instruction in intensive ELA and math classes. Students will begin the school year with a BMP if student had 6 or more office discipline referrals in previous year. Teachers will have high expectations and incorporate AVID strategies across curriculum. King Middle School will run a school wide mentoring program in order to address student motivation and to give students an adult on campus to relate.

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

Math learning gains showed the largest growth, it increased from 36% in 2021 to 48% in 2022.

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

To achieve these improved results and increased achievement, teachers participated in monthly data chats, focused on the strength and weakness for grade level standards, and adjusted instructions based on student needs.

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

Math core classes have highly qualified teachers who provide rigorous Tier 1 instruction and Tier 2 intervention is provided in small group classroom instruction. Tier 3 intervention is provided through intensive math classes using small group settings as well as Freckle and Edmentum. Mentors will meet with students every 3 weeks to progress check with each student on academic acceleration. All classroom teachers will be using Avid strategies for high expectations.

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.

Math teachers and the Academic Intervention Specialist meet regularly with admin to progress monitor data in order to identify students with most needs and recommend and implement strategies to help them succeed. Teachers will participate in personal professional development throughout the year, aligned to their goal statements. Intensive Reading Teachers will participate in Language Live and iLit45 professional development provided by the district. Teachers will be provided AVID (Advancement Via Individual Determination) professional development on implementing AVID strategies in their classroom. Teachers will participate monthly in PLCs that will focused on Marzano strategies and evaluation.

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

Avid is a system that closes the opportunity gap by preparing all students for college readiness and success in a global society. King Middle School is laying the foundation for AVID with the use of high expectation through all curriculum. The mentoring program is designed to build strong relationships by following the student through their entire middle school career.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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

On the 2022 FSA, Students with Disabilities scored 27.8% on FSA ELA, 23.1% on FSA math, 22.6% on NGSS science, and 34.8% on Civics EOC. All of these areas are well below the expected 41% proficiency. On the 2022 FSA, African American students scored 31.4% on FSA ELA, 30% on FSA math, 35.2% on NGSS science, and 35.7% on the Civics EOC. All of these areas are well below the expected 41% proficiency.

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

Students with Disabilities will improve on the 2023 FSA ELA 15%, 18% in math FSA scores, 18% in science NGSS, and 7% in Civics EOC, resulting in 41% proficiency for each. African American students will improve on the 2023 FSA ELA 10%, 11% in math FSA scores, 6% in science NGSS, and 6% in Civics EOC, resulting in 41% proficiency for each.

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

The desired outcome will be monitored through Fast assessment for ELA and Math, ELA Write Score each semester, and Progress Learning assessments for Science and Social Studies. In addition, the ELA level 1 students in grades 6-8 will be monitored by built in assessments through district provided reading programs. Teachers will participate in data chats with school administrators to discuss student progress each quarter along with the reading coach as needed.

Person responsible for monitoring outcome:

Darren Brock (brockdc@santarosa.k12.fl.us)

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

Teachers will utilize instructional differentiation to design and implement lessons based on learning styles, students' interest, and students' abilities. Teachers will also employ differentiation for assessments based on the latter. Methods of differentiation include, but are not limited to the process (addressing various learning styles), the product students use to demonstrate mastery of the content, and/or classroom management techniques that support a safe and supportive learning environment.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.

Carol Ann Tomlinson's research shows that the effectiveness of differentiation benefits a wide range of students especially students with learning disabilities. Major research include differentiation of instruction for academically diverse learners including teacher and administrator attitudes and practices related to academic diversity, impacts of initial teacher preparation on novice teacher readiness to teach in academically diverse settings, impacts of varied school and teaching practices on low income and minority learners, and the change process in schools moving toward more academically responsive classrooms.

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. Teachers will participate in a minimum of five hours of professional development that addresses differentiated instruction, the needs of students with disabilities, such as the webinars by PS/RtI Project or FDLRS.
2. Teachers will participate in bi-quarterly MTSS meetings to discuss and share student interventions for example differentiated instruction that are working for at risk students to include SWD.
3. KMS will provide funding for the Dean of Students, Guidance Counselor, and ESE Department chairperson to attend focus area needs workshops.
4. Teachers will participate in professional learning committees addressing instructional and assessment strategies for differentiated instruction.
5. Organize parent involvement activities and events that build parent capacity.
6. Teacher will participate in AVID professional development to implement AVID strategies in their classroom.
7. We will utilize supplemental resources to address the academic needs of students.

Person Responsible

Darren Brock (brockdc@santarosa.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus

Description and Rationale:

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

In 2021-2022, the overall FSA math achievement showed improvement but our proficiency levels fall below the federal index of 41 percent. King Middle School proficiency level was at 38% in 6th Grade, 24% in 7th grade, and 42% in 8th grade. Math proficiency in middle school ensures higher high school graduation rates, higher college admission rates, higher technical education rates, and allow students greater opportunities to enter the workforce with ease.

Measurable Outcome:

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

King Middle School overall math proficiency in 6th grade will increase by 16%, 30% in 7th grade, and 8th grade increase by 12% in order to increase a letter grade of a B. The goal is to achieve overall math achievement of 54%.

Monitoring:

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

The desired outcome will be monitored through Fast assessment for Math and Progress Learning. Teachers will participate in data chats with school administrators to discuss student progress each quarter.

Person responsible for monitoring outcome:

Darren Brock (brockdc@santarosa.k12.fl.us)

Evidence-based Strategy:

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

The AIS will provide intervention through small group instruction providing progress monitoring to drive instruction. In the core classes small group will be implemented with academic push-in staff. According to Hattie, small group instruction has an effect size of 0.49.

Rationale for Evidence-based Strategy:

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

Based on John Hattie book Visible Learning, research shows that students who participate in small group instruction demonstrate increased mastery of standards by 47%. Small group instruction improves academic achievement, builds relationships, and promotes a better well being.

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. Students will utilize Freckle, IXL, and Edmentum's Exact Path for students to work in small groups in core classes.
2. All students are offered the opportunity to participate in extracurricular activities including Academic Team, the Robotics Club, and the STEAM/Genuis Club. These small groups may compete on a district,

state, and/or national level. These competitions would include overnight stays and necessary meals. Student participation in these clubs supports student achievement growth in STEAM, science and math skills.

3. We will utilize supplemental resources to address the academic needs of students.

Person Responsible Darren Brock (brockdc@santarosa.k12.fl.us)

#3. Positive Culture and Environment specifically relating to School Wide Discipline

Area of Focus Description

and Rationale:

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

In the 2021-2022 school year, King Middle School had a total of 1,302 office referrals, resulting in 475 in school suspensions and 268 out of school suspensions. With high discipline data, this has negatively impacted the academic success of students.

Measurable Outcome:

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

King Middle School plans on reducing total amount of office referrals by 30 percent to approximately 911 referrals. A reduction in office referrals directly correlates to less suspensions which is an indication a better classroom management and a culture that is improving.

Monitoring:

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

The desired outcome will be monitored biquarterly through our MTSS meetings. During MTSS meetings administration and staff will meet and review discipline data. Monthly PBIS team meeting will be implemented to determine needs for change in procedures or need for professional development.

Person responsible for monitoring outcome:

Jamie Byers (byersj@santarosa.k12.fl.us)

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

Teachers will utilize the Avid foundational strategies WICOR: writing to learn, inquiry, collaboration, organization, and reading to learn. AVID framework is to build this intentional culture by engaging students and teachers; focusing on a mindset that all students can benefit from rigorous and challenging coursework.

Rationale for Evidence-based Strategy:

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

According to Visible Learning by John Hattie teacher-student relationship has a 48% potential to accelerate student achievement and behavioral intervention program has a 62% potential to accelerate student achievement. AVID strategies are found throughout visible learning top 250 influences on student achievement.

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. Teachers will participate in AVID professional development to implement AVID strategies in their classroom.
2. Organize parent involvement activities and events that build parent capacity.
3. PBIS team will meet quarterly to implement positive rewards.
4. We will utilize supplemental resources to address the academic needs of students.

Person Responsible

Melissa Baxley (baxleym@santarosa.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.

King Middle School (KMS) builds positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and vision to support the needs of all students. KMS promotes a positive school culture and environment by hosting parent and family engagement activities, such as parent workshops and family learning nights. KMS hosts family engagement events during school hours or evenings to accommodate parent's work schedules and provide multiple parent involvement opportunities. Parent engagement events may be virtual or in person. Parents may use the Parent Resource Room anytime during school hours. KMS strives for effective communication with parents and families to build trust, strengthen relationships, and support student success in the classroom.

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

The stakeholders of KMS who promote a positive culture and environment include teachers, parents, students, and community business leaders. The KMS School Advisory Council (SAC) includes teachers, parents, students, and community business leaders as representative members to discuss the school's performance, goals, and needs of students. Student leaders of Beta Club and SGA are members of SAC to gather student viewpoints. SAC provides input and approval of the school's plans and policies, such as the School Improvement Plan, Parent and Family Engagement Plan, Parent-Teacher-School Compact, and the school's budget. The KMS Parent Teacher Organization (PTO) assembles to support the school's mission, volunteers to raise funds for the school's goals, and works with the school to enrich student educational experiences.