Memorial Middle

2014-15 School Improvement Plan

Memorial Middle

2220 29TH ST, Orlando, FL 32805

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	Yes	100%

Alternative/ESE Center	Charter School	Minority
No	No	98%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	D	C	C	C

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    ◦ Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    ◦ Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    ◦ Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    ◦ Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Focus	3	[Ella Thompson](#)

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The school has established a multi-cultural awareness project that is ongoing in which students highlight their countries, favorite food, dancing, and their heritage. We end with a big event (in March) that allows students to highlight their differences to continue awareness. We are an Advancement Via Individual Determination (AVID) and International Baccaalureate (IB) school which allows parents, during quarterly parent meetings, to become more educated and aware of student differences. Relationships are built ongoing through mentoring, level 3 meetings with counselors, extracurricular activities, intervention groups, tutoring, City Year, and Extended Learning Time. Extended Learning Time is a way for teachers to work with a smaller group during lunch time and reach students who cannot arrive in the morning or stay late after school.

Describe how the school creates an environment where students feel safe and respected before, during and after school

We have SAFE ambassadors and student council who share all concerns with administration. We build strong relationships and provide an environment in which students feel comfortable to reach out to an adult starting in our before school program, throughout our day, and ending with our after school programs.
Visibility is also key and the principal and entire core team are visible at all times which makes it easy for students to find an adult.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

In order to minimize distractions and keep students engaged during instructional time, a school-wide system for student and instructional staff has been established. The school wide system for students includes Behavioral Expectations along with consequences for violating these expectations. The behavioral expectations established for students are: be on time and prepared to learn, be respectful of self, others and property in the classroom, follow directions the first time given, remain seated at all times unless directed differently, refrain from eating and drinking in the classroom and all electronic devices must be put away before entering the classroom and must not be seen or heard during the entire class period. Students who select to violate these behavioral expectations will follow the chain of consequences. For the first violation the student receives a verbal warning, the second violation will result in parental contact/parent conference, the third violation will result in a teacher detention along with an action plan that describes his/her behavior and the steps that the student will take to fix

his/her behavior. Writing a discipline referral which may lead to a suspension is the final and last resort for students that are not in compliance with the discipline protocol. In order to ensure that students understand the behavioral system, classroom room rules and consequences are posted in all classrooms and are reviewed with the students on a quarterly basis. The behavioral expectations established for instructional staff are based on a set of non-negotiables that must be implemented by all. The first non-negotiable involves providing and maintaining documentation on students, especially those students that are in danger of failing a course. These documents includes: pink slips, exit slips, phone calls to parents, positive referrals, student portfolios, discipline necessary. Positive Referrals and phone logs are to be turned in to the grade level leaders every two weeks. This also includes all teachers implementing and enforcing the school"s tardy and dress code policy. Teachers are also required to provide missing assignments to absent students, keep samples of student's work, and provide suspension packets for those students that have been suspended. In order to help teachers manage students with potentially disruptive behaviors we provided trainings such as dean chats where teachers meet with the deans weekly to discuss issues they may be facing and issues they may face in the future. We also have a discipline meeting during pre-planning in order to review the rules and expectations of the students and to review the non-negotiables that are to be implemented by the teachers.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The social emotional needs are met by providing a social personal class to students that have demonstrated needing assistance. Memorial also uses SEDNET counseling referrals, SAFE referrals and group meetings with our school psychologist and a mental health counselor. We are also partners with City Year. There are City Year corps members in five English language arts classes and six mathematics classes. City Year corp members work with students in small group settings within the classroom as well as build relationships with students during lunch shifts and before and after school. In addition to City Year, all non-instructional staff members are assigned to a class to meet with students one on one to review their data and to give words of encouragement for meeting their goal.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Attendance: Students with high rates of absenteeism, high tardy rates, number of days in Positive Alternative to School Suspension (PASS), number of days with out-of-school suspension (OSS)
Behavior: Number of referrals, number of students with repeated misconduct, type of incidents, level of incidents
Course Performance: Grades, test scores, basic skills, retention rate

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	49	82	75	206
One or more suspensions	124	109	110	343
Course failure in ELA or Math	2	1	0	3
Level 1 on statewide assessment	113	153	136	402

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	81	93	93	267

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

The attendance clerk at Memorial uses the PLASCO system for those students that are tardy during first period. After first period, students that are tardy are placed on a tardy contract by their teachers. Memorial follows the Orange County Public Schools (OCPS) truancy procedures and students with attendance issues due to non-suspensions are referred to the school social worker. If a student has five or more days of unexcused absences, a letter is sent home to the parent requesting a conference. During the conference, the goal is to identify any barriers the student may be facing with his/her attendance and interventions are then developed in order to assist the student with his/her attendance issues. If the attendance issue continues, the student is then placed on a legal contract and additional interventions are developed based on specific barriers such as: transportation, health, residency, counseling services, etc. When students are suspended from school they are referred to the Fresh Start Academy which provides academic support to offset loss of learning time for suspended students. By attending the Fresh Start Academy, the student's suspension days are reduced if they complete the program requirements. For attendance issues due to excessive suspensions, students are recommended to the SAFE program and may receive counseling services, if eligible. For students with behavioral issues, they are referred to the SAFE program, the Multi-Tier Support Services Team, and/or the student services support team. Students that are failing their courses will not be given a failing grade unless interventions have been implemented and documented. Before submitting a failing grade, documentation of interventions must be provided for each student receiving a failing grade. When submitting this documentation, detailed and specific information, must be attached. For example, specific conversations about student interventions and action plan. In addition, provide detailed minutes of the parent/guardian meeting and dialogue. Include dates, times, and student work samples. Failure to supply documentation or unsupported failing grades will revert to a letter grade of "D".

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Memorial Middle school faculty strives to provide our students with an excellent education that maintains the highest academic standards. We strive to educate all students, to live and work with all people, to think critically, to function in the world in which they live through the use of technology and appreciation of the arts, to possess positive character traits, and to value a democratic society in which they will become responsible and productive citizens in a global world.

We recognize that in order to accomplish this, we must have a solid foundation within our community and with our parents. This foundation starts with communication. We will ensure that Information is sent home via backpack distribution as well as being posted on the school's website. Quarterly newsletters will be sent home, updating parents about the curriculum which is being taught to their child during that nine week grading period as well as district and state assessments that may occur during that time frame. Parent will be informed of the progression of their child's academic performance through progress reports and report cards. Through ProgressBook, parents will be provided with frequent access of grades, homework and assignments through ProgressBook online. Additionally, parents will receive information through ConnectEd messages throughout the year.

In addition to communication, it is important to involve our parents in school activities and meetings. In order to make our meetings as accessible as possible, we will convene meetings at a time convenient for parents of participating children. All parents are invited and encouraged to attend meetings. Our meetings will be held in the mornings as well as the evenings. Parents are given the opportunity to meet with teachers, staff and administrators before school, during or after school to discuss student achievement, behavior, and or deficits. This option reinforces the ability of staff to work effectively with parents to meet the needs of all students. Open House will be scheduled after normal work hours to accommodate working parents. As well as the school advisory counsel (SAC), parent teacher school advisory (PTSA), professional learning communities (PLC), Literacy Night, Math and Science Night will be held after normal working hours in order to accommodate parents' needs. Copies of materials from meetings will be available in the office for parents who were unable to attend meetings.

We aim to provide high-quality differentiated instruction in a supportive and effective learning environment that enables the participating children to meet the Florida's student academic achievement standards. Additionally, parents will be given the opportunities to volunteer in their child's class, observe classroom activities, participate in book fairs, Renaissance Fair, field trips and socials.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The principal is key in reaching out to the community. She extends and opens relationships with organizations, faith-based organizations and any one that is willing to help. We are very fortunate to have City Year and Vista who assists with building relationships and sustaining community involvement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Windom, Shelia	Principal
Davis-LaRue, April	Assistant Principal
White, Tara	Instructional Coach
Pender, Natasha	Instructional Coach
McMurtry, Leanda	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

• All curriculum leaders, during common planning, will identify data to drive teacher instruction and provide interventions to meet the needs of all students
• The Core Team will be responsible for overseeing each area of the Multi-Tier Support System (MTSS) organizational functions.
• The Academic Team will be responsible for analyzing data and providing interventions on specific levels to meet each student's needs. The data used will come from Fall and Winter district benchmark assessments.
• The Behavior Team will be responsible for providing data on discipline referrals and suspensions. They will also collaborate in providing interventions that would minimize the amounts of referrals and suspensions for all grade levels.
• The Attendance Team will be responsible for supporting the school by providing data and interventions needed to improve student attendance, tardy, and truancy.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

• MTSS and the problem-solving process will be introduced to the staff and administrators to ensure the needs of all students are met.
• Implement the eight-step problem solving process
• The MTSS process will allow teachers to discuss data monthly during Professional Learning Communities (PLCs) to identify students
• Identifying school-wide classroom data to drive instructional decision making for all grade levels
• Continuous data monitoring
• The importance of progress monitoring for the effectiveness of all interventions
Funding will be used for tutoring to assist students with deficient skills. We will allow them to get extra time before school and on Saturdays. We will also have tutors to complete pull-out and push-in to assist with smaller group instruction.
The MTSS team is responsible for ensuring the staff has been introduced to MTSS and the problem solving process. The team will meet bi-weekly.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Gradesha Shaw	Parent
Rev. Rhodes	Business/Community
Shelia Windom	Principal
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During our summer leadership summit, we reviewed our school data and revisited the areas of our 2013-2014 School Improvement Plan. We then used the same data to have a Summer Soldier Learning Academy, with all staff members to review our previous plan and revisit goals.

Development of this school improvement plan

We analyzed Florida Comprehensive Achievement Test (FCAT) data from the 2013-2014 school year to discuss strengths and weaknesses. We discussed lessons/activities we have observed to determine if they are aligned with the depth of the Standards. This will help guide our coaches with facilitating conversations with their content-area teachers to ensure we are following our plan to meet our goals. We review our data every month and bring our data folders to the meetings. At the end of the year, we meet to come up with recommendations to begin the process for the upcoming school year.

Preparation of the school's annual budget and plan

Our annual goal is prepared by the principal. The principal works with the district and coaches and afterwards meets with the Faculty Advisory Council (FAC) budget committee to review items on budget and plans.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

All funds go to our Renaissance Achievement Program (RAP) which is sponsored by Josten's to assist with changing our culture to one that promotes positive success and aligns with our SIP.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title
Windom, Shelia	Principal
Davis-LaRue, April	Assistant Principal
White, Tara	Instructional Coach
Bullard, Karen	Instructional Coach
Pender, Natasha	Instructional Coach
Arline, Mea	Teacher, K-12
White, Trilauni	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT, will be to increase student reading comprehension and writing skills across all content-areas by incorporating Writing, Inquiry, Collaboration, Organization and Reading (WICOR). The Accelerated Reader program will be used to check and monitor student comprehension and mastery of literacy.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The school has built common panning in the budget to allow teachers to collaborate and build strong relationships with each other. We have Triage Planning in January during which they come together by the dominant subjects, for example: reading, social studies and language arts will come together to establish plans around reading. Math, science and electives will come together to establish plans around math. As needed, throughout the year there will be planning days as well to allow time to discuss various items that surround student achievement.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

We utilize monetary incentives provided by the performance-based incentives based on learning gains program to recruit and retain teachers. Our retention program also includes: professional learning communities (Leadership Team); professional development (Leadership Team); mentors for new teachers (instructional coaches and administrators); instructional support for all teachers (Leadership Team).

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All new teachers are paired with a veteran teacher who teaches the same content which will allow new teachers to collaborate with a veteran teacher based on best practices of instruction. There is a new teacher collaboration meeting held monthly. Our collaboration meetings will focus on targeted areas based on the overall needs of the new teachers and will include the following: classroom management, Marzano Instructional Framework, Florida Standards, and the Gradual Release Model.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core program materials and Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the Standards-based resources during daily instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Memorial Middle School differentiates instruction using current data to formulate groups. The formations of the groups are based upon the students' performance on a particular Standard. If a student is having difficulty with the Standard, they will receive remediation within a small group and the subsequent assignments within the rotation will follow suite. Students that are proficient with the Standard will have to complete assignments that will have them dig deeper into the Standard by applying it across grade levels. Teachers also have monthly Professional Learning Community meetings where they take the data to look for any trends in the department and work together closely to create appropriate activities to meet the student's needs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 750

We offer the All Stars program before and after school that is a collaboration between City of Orlando, Orange County Public Schools (OCPS) and Memorial Middle School teachers. The morning program begins at 7:30 am and the afternoon program begins after school. We analyze the data to meet with the core team to assist students' with success.

Strategy Rationale

We utilize the program to provide a safe environment for all students to extend their learning in their core areas.

Strategy Purpose(s)

  • Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Pender, Natasha, natasha.pender@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

We offer zero period in conjunction with the All Star program to assist with performance. The students go to several classes including Computer Based Instruction (CBI), reading and math. They not only work on deficient skills, but homework and any other assistance needed.

Strategy: Extended School Day

Minutes added to school year: 750

We offer Saturday School boot camp to all students in January, to remediate all deficient skills and enrich students at proficiency.

Strategy Rationale

To extend the learning outside of the normal school day.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
White, Tara, tara.white2@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

We will utilize pre- and post tests to evaluate effectiveness.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

To support incoming 6th graders, through partnership with our elementary feeder schools, our 6th grade teachers are allowed to teach incoming 6th graders to expose them to middle school content and build relationships. We allow two students per 5th grade class to participate in a day in the life of middle school. During the summer, all incoming 6th graders are invited to participate in a Jump Start middle school program. For our outgoing 8th graders, we ensure there is time for our feeder high schools to speak with our 8th graders to prepare them for high school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Memorial Middle School promotes academic and career planning generally via our guidance department. Their major goals are to promote personal growth and provide opportunities for each student to reach his/her full potential. The principal and the leadership team ensure that guidance is an integral part of the education process and that it is centered directly on the student. Memorial Middle School offers a wide choice of College and Career Readiness courses. As a result, guidance helps students identify and develop their potential so they will be prepared to enter the workforce and be successful in a global society. Guidance counselors visit classrooms to describe courses offered at the next level. Additionally, they discuss graduation requirements as well as college admission requirements.
Memorial Middle School further promotes academic and career planning through the AVID elective class. The AVID elective class requires academic planning for all students admitted to the program. Students not only research post-secondary options, but develop academic plans based on the requirements of the chosen school or career. Also, selected community guest speakers, usually well known for his or her mastery in a particular field, visit the classroom throughout the year to engage

our students in serious discourse to broaden students understanding thus, providing a better insight on career choices.

Finally, the College and Career Readiness program provides field trips to colleges and universities. This part of the program is three-fold: First, it offers an overall perspective of the college's atmosphere. It gives students a snapshot of the amazing experiences that await them. It sparks their curiosity, thus motivating them to further investigate what's out there. Secondly, these campus visits are a crucial part of the student decision-making process. This is the time that students should start examining their concerns, interests, and strengths to determine their future career paths. It is never too early for students to start thinking about career aspirations. Finally, the program is designed to prepare students to successfully navigate the complexities of today's society while enhancing their self-confidence and self-esteem. It's Memorial's College and Career Readiness goal to seek out the best practices to reach our learners so they can be the best they can be.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Memorial Middle School currently incorporates applied courses to help students see the relationship between subjects and relevance to their future through interdisciplinary unit planning. This concept is done through the International Baccalaureate (IB/MYP) and Advancement Via Individual Determination (AVID) Programs. The purpose of this approach is to dissolve, or at a minimum, blur the boundaries of areas of study and encourage learning across the curriculum. The desired student outcome is for a holistic education where critical thinking and transfer of knowledge are evident with the school and the outside world. We fuse the fundamental 20th century skills (i.e. reading, writing, and arithmetic) with the 21st century skills (i.e. communications, critical thinking, problem-solving and collaboration) through the use of the inquiry process to ensure students are better prepared to enter the workforce and be successful in a global society.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Increased emphasis on academic rigor in all content areas.

G2.   To effectively monitor the Multi-Tiered System of Support intervention program in an effort to close the achievement gap and increase student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Increased emphasis on academic rigor in all content areas. `1a`

Targets Supported `1b`

🔍 G038579

Indicator	Annual Target
AMO Math - All Students	57.0
AMO Reading - All Students	55.0
FCAT 2.0 Science Proficiency	35.0

Resources Available to Support the Goal `2`

- Dr. Marzano's "Becoming a Reflective Teacher" book and iObservation resource library

- Instructional Management System (IMS)

- Lesson Study

- Utilizing Webb's Depth of Knowledge and Costa's level of questioning

- Utilizing the Next Generation Sunshine State Standards (NGSSS) and Florida Standards

Targeted Barriers to Achieving the Goal `3`

- Lack of teacher knowledge and understanding of best practices.

- Lack of teacher understanding of how to apply the Rigor and Relevance Framework for Classroom Instruction

Plan to Monitor Progress Toward G1. `8`

Classroom observations, professional development workshops, Professional Learning Community meetings, and Data meetings will be regularly conducted to monitor progress of the goal.

Person Responsible
Shelia Windom

Schedule
Weekly, from 8/18/2014 to 6/10/2015

Evidence of Completion
Student achievement data, lesson plans, iObservation data

G2. To effectively monitor the Multi-Tiered System of Support intervention program in an effort to close the achievement gap and increase student achievement. `1a`

Targets Supported `1b`

`G038580`

Indicator	Annual Target
AMO Math - All Students	57.0
AMO Reading - All Students	55.0

Resources Available to Support the Goal `2`

- Florida Assessment in Reading
- Florida Standards Assessment
- Benchmark Assessments

Targeted Barriers to Achieving the Goal `3`

- Identifying specific measures for screening and progress monitoring of students

Plan to Monitor Progress Toward G2. `8`

The MTSS Core Team will monitor discipline, attendance, student performance data and student work samples for signs of progress towards the goal of effectively implementing the MTSS process

Person Responsible
Leanda McMurtry

Schedule
Biweekly, from 8/18/2014 to 6/10/2015

Evidence of Completion
Student achievement data charts, attendance tracking sheets, student work samples

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Increased emphasis on academic rigor in all content areas. `1`

🔑 G038579

G1.B1 Lack of teacher knowledge and understanding of best practices. `2`

🔑 B092637

G1.B1.S1 Build teacher capacity through professional development on Standards -based instruction using the Rigor & Relevance Framework. `4`

🔑 S103586

Strategy Rationale

The rationale is providing teachers professional development, they will have more knowledge of best practices.

Action Step 1 `5`

Provide professional development on Standards-based instruction using the Rigor & Relevance Framework for Classroom Instruction.

Person Responsible

Natasha Pender

Schedule

Weekly, from 8/11/2014 to 6/10/2015

Evidence of Completion

Professional development agendas, teacher reflections, exit slips

Action Step 2 5

Provide coaching and modeling support in the classroom for the implementation of Standards-based instruction that utilizes the Rigor and Relevance Framework for Classroom Instruction

Person Responsible

Natasha Pender

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Evidence of Completion

Coaching logs, classroom observation data

Action Step 3 5

Teachers will implement rigorous, Standards-based instruction

Person Responsible

Shelia Windom

Schedule

Daily, from 9/8/2014 to 5/29/2015

Evidence of Completion

Lesson plans, classroom observations, student achievement data

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Focused lesson plan checks/walks, agendas

Person Responsible

Shelia Windom

Schedule

Weekly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Observation feedback form and lesson plan checklist, agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

District benchmark assessments, common assessments, school created mini-assessments

Person Responsible

April Davis-LaRue

Schedule

Weekly, from 8/18/2014 to 6/11/2015

Evidence of Completion

Student achievement data

G1.B1.S2 Peer collaboration and sharing of best practices during Professional Learning Communities (PLC) meetings and department meetings. `4`

🔑 S103587

Strategy Rationale

The rationale is teachers will be able to share best practices and have the tools for application of best practices.

Action Step 1 `5`

PLC meetings and sharing of best practices

Person Responsible

Leanda McMurtry

Schedule

Biweekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Agendas and meeting notes

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

School-based leadership team will collaborate with teachers during PLC and department meetings.

Person Responsible

Leanda McMurtry

Schedule

Biweekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Agendas, notes and exit slips

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Domain 4 of the Marzano Instructional Framework

Person Responsible

Leanda McMurtry

Schedule

Daily, from 8/18/2014 to 6/10/2015

Evidence of Completion

Informal and formal observation scores of peer collaboration observation and application of the best practices shared with other professionals as recorded in the iObservation tool

G1.B1.S3 School based leadership team will assist teachers with creating lessons that involve rigorous tasks, assessments and student centered classrooms. 4

🔑 S103588

Strategy Rationale

The rationale is that teachers will be able to plan effectively and increase student achievement.

Action Step 1 5

Create lessons that involve rigorous tasks, assessments and student centered classrooms

Person Responsible

April Davis-LaRue

Schedule

Weekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Common planning, lesson plan checklist and common assessments

Action Step 2 5

Instructional coaches will model the creation of rigorous tasks and assessments as they relate to creating a student centered classroom.

Person Responsible

April Davis-LaRue

Schedule

Weekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Coaching logs, lesson plans

Action Step 3 5

Teachers will implement rigorous activities and tasks that result in student centered classrooms.

Person Responsible

Shelia Windom

Schedule

Daily, from 9/15/2014 to 5/29/2015

Evidence of Completion

Lesson plans, classroom observations, student achievement data

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Classroom observations, common planning sessions, lesson plan reviews

Person Responsible

April Davis-LaRue

Schedule

Daily, from 8/18/2014 to 6/10/2015

Evidence of Completion

Lesson plans, classroom observation data, agendas from common planning

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Conduct data chats

Person Responsible

April Davis-LaRue

Schedule

Weekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Student achievement data

G1.B2 Lack of teacher understanding of how to apply the Rigor and Relevance Framework for Classroom Instruction 2

🔍 B092638

G1.B2.S1 Build teacher capacity through professional development on Standards- based instruction using the Rigor & Relevance Framework. 4

🔍 S103589

Strategy Rationale

The rationale is to increase teachers knowledge through professional development

Action Step 1 5

Provide professional development on Standards-based instruction

Person Responsible

Tara White

Schedule

Weekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Professional development agendas, teacher reflections, exit slips

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Focused classroom observations and lesson plan checks

Person Responsible

Tara White

Schedule

Daily, from 8/18/2014 to 6/10/2015

Evidence of Completion

Observation feedback form and lesson plan checklist

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

District benchmark assessments, common assessments, school created mini-assessments

> ### Person Responsible
>
> Tara White
>
> ### Schedule
>
> Biweekly, from 8/18/2014 to 6/10/2015
>
> ### *Evidence of Completion*
>
> Student achievement data

G2. To effectively monitor the Multi-Tiered System of Support intervention program in an effort to close the achievement gap and increase student achievement. `1`

🔑 G038580

G2.B1 Identifying specific measures for screening and progress monitoring of students `2`

🔑 B092640

G2.B1.S1 Establish a core MTSS team that will review and rate evidence-based data that shows student progress `4`

🔑 S103592

> ### Strategy Rationale
>
> The rationale is to have a well trained MTSS team that can monitor, track and review student progress.

Action Step 1 `5`

Administration will meet to create a core MTSS team that will train all faculty and staff on the MTSS process including the identification of data that supports the implementation of needs-based interventions

> ### Person Responsible
>
> Shelia Windom
>
> ### Schedule
>
> Biweekly, from 8/18/2014 to 6/10/2015
>
> ### *Evidence of Completion*
>
> Meeting agenda and notes

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Meet with the district MTSS team to create a checklist that will be used in the school MTSS meetings and create an ongoing time for teachers and administration to collaborate on the MTSS process.

Person Responsible

Leanda McMurtry

Schedule

Biweekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Checklist, data meeting agendas

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

The MTSS Core Team will meet to discuss the results of district benchmark assessments and common assessments as they relate to ongoing, needs-based interventions.

Person Responsible

Tara White

Schedule

Biweekly, from 8/18/2014 to 6/10/2015

Evidence of Completion

Student achievement data

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development on Standards-based instruction using the Rigor & Relevance Framework for Classroom Instruction.	Pender, Natasha	8/11/2014	Professional development agendas, teacher reflections, exit slips	6/10/2015 weekly
G1.B1.S2.A1	PLC meetings and sharing of best practices	McMurtry, Leanda	8/18/2014	Agendas and meeting notes	6/10/2015 biweekly
G1.B1.S3.A1	Create lessons that involve rigorous tasks, assessments and student centered classrooms	Davis-LaRue, April	8/18/2014	Common planning, lesson plan checklist and common assessments	6/10/2015 weekly
G1.B2.S1.A1	Provide professional development on Standards-based instruction	White, Tara	8/18/2014	Professional development agendas, teacher reflections, exit slips	6/10/2015 weekly
G2.B1.S1.A1	Administration will meet to create a core MTSS team that will train all faculty and	Windom, Shelia	8/18/2014	Meeting agenda and notes	6/10/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	staff on the MTSS process including the identification of data that supports the implementation of needs-based interventions				
G1.B1.S1.A2	Provide coaching and modeling support in the classroom for the implementation of Standards-based instruction that utilizes the Rigor and Relevance Framework for Classroom Instruction	Pender, Natasha	8/25/2014	Coaching logs, classroom observation data	5/29/2015 weekly
G1.B1.S3.A2	Instructional coaches will model the creation of rigorous tasks and assessments as they relate to creating a student centered classroom.	Davis-LaRue, April	9/2/2014	Coaching logs, lesson plans	5/29/2015 weekly
G1.B1.S1.A3	Teachers will implement rigorous, Standards-based instruction	Windom, Shelia	9/8/2014	Lesson plans, classroom observations, student achievement data	5/29/2015 daily
G1.B1.S3.A3	Teachers will implement rigorous activities and tasks that result in student centered classrooms.	Windom, Shelia	9/15/2014	Lesson plans, classroom observations, student achievement data	5/29/2015 daily
G1.MA1	Classroom observations, professional development workshops, Professional Learning Community meetings, and Data meetings will be regularly conducted to monitor progress of the goal.	Windom, Shelia	8/18/2014	Student achievement data, lesson plans, iObservation data	6/10/2015 weekly
G1.B1.S1.MA1	District benchmark assessments, common assessments, school created mini-assessments	Davis-LaRue, April	8/18/2014	Student achievement data	6/11/2015 weekly
G1.B1.S1.MA1	Focused lesson plan checks/walks, agendas	Windom, Shelia	8/18/2014	Observation feedback form and lesson plan checklist, agendas	6/11/2015 weekly
G1.B2.S1.MA1	District benchmark assessments, common assessments, school created mini-assessments	White, Tara	8/18/2014	Student achievement data	6/10/2015 biweekly
G1.B2.S1.MA1	Focused classroom observations and lesson plan checks	White, Tara	8/18/2014	Observation feedback form and lesson plan checklist	6/10/2015 daily
G1.B1.S2.MA1	Domain 4 of the Marzano Instructional Framework	McMurtry, Leanda	8/18/2014	Informal and formal observation scores of peer collaboration observation and application of the best practices shared with other professionals as recorded in the iObservation tool	6/10/2015 daily
G1.B1.S2.MA1	School-based leadership team will collaborate with teachers during PLC and department meetings.	McMurtry, Leanda	8/18/2014	Agendas, notes and exit slips	6/10/2015 biweekly
G1.B1.S3.MA1	Conduct data chats	Davis-LaRue, April	8/18/2014	Student achievement data	6/10/2015 weekly
G1.B1.S3.MA1	Classroom observations, common planning sessions, lesson plan reviews	Davis-LaRue, April	8/18/2014	Lesson plans, classroom observation data, agendas from common planning	6/10/2015 daily
G2.MA1	The MTSS Core Team will monitor discipline, attendance, student performance data and student work samples for signs of progress towards the goal of effectively implementing the MTSS process	McMurtry, Leanda	8/18/2014	Student achievement data charts, attendance tracking sheets, student work samples	6/10/2015 biweekly
G2.B1.S1.MA1	The MTSS Core Team will meet to discuss the results of district benchmark assessments and common assessments as they relate to ongoing, needs-based interventions.	White, Tara	8/18/2014	Student achievement data	6/10/2015 biweekly
G2.B1.S1.MA1	Meet with the district MTSS team to create a checklist that will be used in the school MTSS meetings and create an ongoing time for teachers and	McMurtry, Leanda	8/18/2014	Checklist, data meeting agendas	6/10/2015 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	administration to collaborate on the MTSS process.				

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. Increased emphasis on academic rigor in all content areas.

G1.B1 Lack of teacher knowledge and understanding of best practices.

G1.B1.S1 Build teacher capacity through professional development on Standards -based instruction using the Rigor & Relevance Framework.

PD Opportunity 1

Provide professional development on Standards-based instruction using the Rigor & Relevance Framework for Classroom Instruction.

Facilitator

School-based leadership team

Participants

All instructional staff

Schedule

Weekly, from 8/11/2014 to 6/10/2015

PD Opportunity 2

Provide coaching and modeling support in the classroom for the implementation of Standards-based instruction that utilizes the Rigor and Relevance Framework for Classroom Instruction

Facilitator

Natasha Pender

Participants

Classroom teachers

Schedule

Weekly, from 8/25/2014 to 5/29/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**