

Orange County Public Schools

Memorial Middle



2015-16 School Improvement Plan

Memorial Middle

2220 W 29TH ST, Orlando, FL 32805

www.ocps.net/lc/southwest/mmm

School Demographics

School Type

Middle

2014-15 Title I School

Yes

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

79%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

98%

School Grades History

Year
Grade

2014-15
D*

2013-14
D

2012-13
C

2011-12
C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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. To continue awareness, we end with a big event in May that allows students to highlight their differences. We are an Advancement Via Individual Determination (AVID) and International Baccalaureate (IB) school, which allows parents, during quarterly parent meetings, to become more educated and aware of student differences. Relationships are continuously built through mentoring, level 3 meetings with counselors, extracurricular activities, intervention groups, tutoring, the use of City Year Corp tutors, and Extended Learning Time

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

We have Change ambassadors and a 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. 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 students 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 finally, 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 progression 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 addition to the other interventions, we have implemented the Restorative Justice model as a component of the discipline referral process. In order to ensure that students understand the behavioral system, classroom 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 include: pink slips, exit slips, phone calls to parents, positive referrals, student portfolios, and any discipline the student may have received that has caused them to fall behind, as needed. 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 students' 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 training's 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. MMS also uses SEDNET counseling referrals, SAFE referrals and group meetings facilitated by 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(s).

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 indicators include students with high rates of the following: absenteeism, tardy rates, number of days in Positive Alternative to School Suspension (PASS), number of days with out-of-school suspension (OSS).

Behavior indicators consider the following data for students: Number of referrals, number of students with repeated misconduct, type of incidents, and level of incidents.

Course Performance indicators include: grades, test scores, basic skills, and 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	69	61	71	201
One or more suspensions	60	49	43	152
Course failure in ELA or Math	4	2	2	8
Level 1 on statewide assessment	0	0	0	

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	32	17	18	67

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 MMS 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. MMS 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. The attendance dean will assist with monitoring student attendance to prevent students from having a high absenteeism rate. 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 Alternative to Suspension Program, which provides academic support to offset loss of learning time for suspended students. By attending the Alternative to Suspension Program, the students' suspension days are reduced if they complete the program requirements. For attendance issues due to excessive suspensions, students are recommended to the CHANGE program and may receive counseling services, if eligible.

For students with behavioral issues, they are referred to the CHANGE program, the Multi-Tier Support Services Team (MTSS), and/or the student services support team. Students that are failing their courses will not be given a failing grade unless the MTSS intervention process has been implemented and documented. Before submitting a failing grade, documentation of interventions must be provided. When submitting this documentation, detailed and specific information must be attached, such as records of specific conversations about student interventions, student action plans to complete missing assignments/retake quizzes, and detailed minutes of the parent/guardian meeting and dialogue, including 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 businesses, faith-based organizations, and any one that is willing to help. We are very fortunate to have City Year and Vista who assist 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:

Name	Title
Bellinger, Jennifer	Principal
McMurtry, Leanda	Assistant Principal
Brown, Denine	Assistant Principal
Young, Nevet	Dean
Randall, Darren	Dean
Norris, Emory	Dean
Mitchell, Eddie	Dean
White, Tara	Instructional Coach
Branch, Bettina	Instructional Coach
Pender, Natasha	Instructional Coach
Morrell, Donell	Instructional Coach

Duties

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

- All Instructional Coaches, during common planning, identify data to drive teacher instruction and provide interventions to meet the needs of all students.
- The Core Team is responsible for overseeing each area of the MTSS organizational functions.
- The Academic Team (Administrators and Instructional Coaches) is responsible for analyzing data and providing interventions on specific levels to meet each student's needs. The data used comes from common assessments.
- The Behavior Team (Deans, SAFE Coordinator, is responsible for providing data on discipline referrals and suspensions. They also collaborate in providing interventions that would minimize the amount of referrals and suspensions for all grade levels.
- The Attendance Team (Attendance Dean, Attendance Clerk, Guidance) is responsible for supporting the school by providing data and interventions needed to improve student attendance, tardy rates, 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 introduced to the staff and administrators to ensure the needs of all students are met.
- The school leadership team implements the eight-step problem solving process.
- The MTSS process allows teachers to discuss data during PLCs to identify students.
- The school leadership team identifies school-wide classroom data to drive instructional decision making for all grade levels.
- Content area coaches and school leadership utilizes continuous data monitoring.
- The MTSS team progress monitors for the effectiveness of all interventions.

Funding will be used for tutoring to assist students with deficient skills. This will allow them extra time before school and on Saturdays. We also have tutors who either "push in" to work with small groups of students in the classroom, or they pull small groups out to work with them in a separate environment.

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:

Name	Stakeholder Group
Tammy Folsom	Parent
Rev. Rose	Business/Community
	Parent
Jennifer Bellinger	Principal

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 2014-2015 School Improvement Plan. Based on the existing data, students were not making expected achievement gains in Reading, Math, Science, or Civics. Many of the components of the school improvement plan were strong strategies but were not implemented with fidelity.

Development of this school improvement plan

The school leadership team analyzed benchmark data, FCAT 2.0 Science data, and End of Course Exam data (Civics and Algebra 1) to discuss strengths and weaknesses. We discussed lessons/activities we observed to determine if they were aligned with the depth of the Standards. This would help to guide our coaches with facilitating conversations with their content-area teachers to ensure we are following our plan to meet our goals. Throughout the year, to make our SIP a fluid, living plan, we will review formative assessment data on an ongoing basis to make instructional decisions and adjustments as needed. At the end of the year, we will meet to generate recommendations to continue 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 initially with the district and instructional coaches and then meets with the Faculty Advisory Council (FAC), budget committee, and School Advisory Council (SAC) 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:

Name	Title
Bellinger, Jennifer	Principal
McMurtry, Leanda	Assistant Principal
Brown, Denine	Assistant Principal
Branch, Bettina	Instructional Coach
Chase, Susannah	Instructional Media
White, Trilauni	Teacher, K-12
Pender, Natasha	Instructional Coach
White, Tara	Instructional Coach
Morrell, Donell	Instructional Coach
Charles, Bianka	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 planning 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 issues 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 involves the Leadership Team working closely with the teachers in their professional learning communities. The Leadership Team will provide ongoing professional development to help struggling teachers overcome classroom barriers; Instructional coaches and administrators will serve as mentors for new teachers; The Leadership Team will provide ongoing instructional support for all teachers.

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, which will allow new teachers to collaborate on best instructional practices aligned to the Marzano Instructional Framework. There are monthly new teacher collaboration meetings that focus on targeted areas based on the overall needs of the new teachers,

such as 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 through Launch Pad. 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 on student performance on a particular standard. If a student is having difficulty with the standard, they will receive remediation through small group instruction. Students that are proficient with the standard(s) will have to complete assignments that will have them dig deeper into the standard(s) by applying it across grade levels. Teachers also have weekly PLCs where they analyze the data to look for trends and work together closely to create standards-based activities to meet the needs of students.

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 among City of Orlando, Orange County Public Schools (OCPS) and Memorial Middle School teachers. The All Stars Program provides tutoring after school utilizing certified teachers. We analyze the data from the All Stars after school tutoring and 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 the core areas.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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

Student attendance in the All Stars Program will be tracked to determine if struggling students are attending consistently. The academic performance of these students will be monitored to determine improved achievement in core content courses. If students are not demonstrating improved performance, modifications to the resources used for tutoring will occur.

* Attendance

* Progress monitoring of performance in core courses

Strategy: Extended School Day

Minutes added to school year: 750

We offer Saturday School boot camp to all students from January to April, to provide remediation and enrichment.

Strategy Rationale

To extend the learning outside of the normal school day.

Based on the data, teachers will teach the standards that have been a struggle for our students. In addition to utilizing pre and post tests, we will analyze student work to determine the effectiveness of Saturday school and make adjustments as needed.

- Core Academic Instruction
- Enrichment

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

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 for Math, Science, Reading, and Civics to evaluate effectiveness. The tests are created collaboratively with the teachers and the instructional coaches. They are created on a 2-3 week time frame depending on the completion of the unit being taught. All content area tests are uploaded to Performance Matters. Once the test have been administered, student responses are scanned in order to provide current data. coach pulls the data based on school, demographics, teacher, standards and subgroups. The data is made available to the teachers. The content coach facilitates data chats within their department. A plan of action/next steps is determined based on the data/trends.

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

During the summer, all incoming 6th graders are invited to participate in a 6th grade boot camp middle school program. This is done through a partnership with our elementary feeder schools where students 5th grade class are invited to participate in a day in the life of a middle schooler. In this way, our 6th grade teachers are allowed to teach incoming 6th graders to expose them to middle school content and begin building relationships with staff. The students attend MMS the summer immediately prior to their official start as 6th grade students.

For our outgoing 8th graders, we ensure there is time for our feeder high schools to speak with our 8th grade students to prepare them for high school. We reach out to our feeder high schools (Oak Ridge and Jones) and invite them to participate in a presentation for the 8th graders. During this presentation, visiting school representatives share information such as what to expect on campus, the

extra-curriculum opportunities that are available, and the expectations that will help incoming 9th graders be successful.

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 via our guidance department. Its 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.

MMS 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.

MMS further promotes academic and career planning through the AVID elective class, which requires academic planning for all students admitted to the program. Students not only research post-secondary options, but also 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 students in serious discourse to broaden their 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. This gives students a snapshot of the amazing experiences that await them and sparks their curiosity, thus motivating them to further investigate what the college has to offer. 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 IB Middle Years Programme (MYP) and 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

MMS has added Business Keyboarding, Computer Applications in Business, and Introduction to Informational Technology to the master schedule. Additionally, all seventh grade students have a career component embedded into the Civics course.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Implement rigorous, standards-based instruction by engaging students in higher-level thinking in all content areas in order to increase student achievement (Division Priority #2: Accelerate Student Performance; Division Priority #5: Invest in Human Capital).
- G2.** Establish systems and procedures to foster effective collaborative planning of standards-based lessons, which will improve student performance (Division Priority #3: Narrow achievement gap; Division Priority #6: Provide Empowering Environments).

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. Implement rigorous, standards-based instruction by engaging students in higher-level thinking in all content areas in order to increase student achievement (Division Priority #2: Accelerate Student Performance; Division Priority #5: Invest in Human Capital). 1a

 G072663

Targets Supported 1b

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

Resources Available to Support the Goal 2

- "Becoming a Reflective Teacher" book
- Instructional Management System (IMS)
- Webb's Depth of Knowledge and Costa's level of questioning
- Florida Standards and the Next Generation Sunshine State Standards (NGSSS)
- Rigor/Relevance Framework
- CPALMS for deconstructing the standards and backwards lesson plan designing
- FSA Test Item Specifications for deconstructing the standards and backwards lesson plan designing

Targeted Barriers to Achieving the Goal 3

- Lack of teacher capacity with the depth of knowledge that the Florida Standards require and implementation of lessons aligned to the rigor of the standards

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

Jennifer Bellinger

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Student achievement data, lesson plans, iObservation data

G2. Establish systems and procedures to foster effective collaborative planning of standards-based lessons, which will improve student performance (Division Priority #3: Narrow achievement gap; Division Priority #6: Provide Empowering Environments). 1a

 G072664

Targets Supported 1b

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

Resources Available to Support the Goal 2

- "Building a Professional Learning Community at Work" - book
- Instructional coaches

Targeted Barriers to Achieving the Goal 3

- Lack of consistent structure in place that fosters collaboratively planning, analyzing data and monitoring student progress.

Plan to Monitor Progress Toward G2. 8

Common Assessment Data will be analyzed and used to drive instruction.

Person Responsible

Leanda McMurtry

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Data analysis forms, data analysis logs, data meeting minutes

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. Implement rigorous, standards-based instruction by engaging students in higher-level thinking in all content areas in order to increase student achievement (Division Priority #2: Accelerate Student Performance; Division Priority #5: Invest in Human Capital). **1**

 **G072663**

G1.B3 Lack of teacher capacity with the depth of knowledge that the Florida Standards require and implementation of lessons aligned to the rigor of the standards **2**

 **B189608**

G1.B3.S1 Provide training in backwards lesson plan design, starting with deconstructing of the standards and depth of knowledge within the standards. **4**

 **S200947**

Strategy Rationale

To ensure that teachers understand the depth of knowledge of each standard so that activities are aligned with the appropriate progression of rigor of the standards

Action Step 1 **5**

Instructional Coaches will provide professional development in backwards lesson plan design, starting with deconstructing of the standards and depth of knowledge within the standards.

Person Responsible

Natasha Pender

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

PLC Logs, meeting agendas and minutes, and sign-in sheets, materials and resources used during professional development

Action Step 2 5

Instructional Coaches will provide professional development and guidance during common planning on data analysis and using data to drive classroom instruction.

Person Responsible

Natasha Pender

Schedule

Every 3 Weeks, from 8/24/2015 to 6/3/2016

Evidence of Completion

PLC Logs, meeting agendas and minutes, and sign-in sheets, materials and resources used during professional development

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administrators will attend professional development and professional learning community meetings to ensure that implementation of strategies are evident.

Person Responsible

Jennifer Bellinger

Schedule

Every 3 Weeks, from 8/31/2015 to 6/3/2016

Evidence of Completion

Materials and resources used during professional development, sign in sheets, and lesson plans reflecting alignment to standards.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administrators will monitor for improved implementation of standards-based instruction during content delivery through classroom observations and analysis of student performance on common assessments.

Person Responsible

Jennifer Bellinger

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

Observation data entered into the instructional framework and student performance data entered into Performance Matters from common assessments

G2. Establish systems and procedures to foster effective collaborative planning of standards-based lessons, which will improve student performance (Division Priority #3: Narrow achievement gap; Division Priority #6: Provide Empowering Environments). 1

 G072664

G2.B1 Lack of consistent structure in place that fosters collaboratively planning, analyzing data and monitoring student progress. 2

 B189609

G2.B1.S1 Develop a standardized planning process to be facilitated by all Instructional Coaches 4

 S200949

Strategy Rationale

To ensure consistency across content areas and purposefully planning with fidelity

Action Step 1 5

Instructional Coaches will provide professional development on the processes to be used in collaborative planning.

Person Responsible

Jennifer Bellinger

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Evidence of Completion

Action plans, intervention plans and notes from meetings

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

Administrators will attend collaborative planning meetings to ensure effective use of provided resources and process.

Person Responsible

Leanda McMurtry

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

PLC logs, meeting minutes, lesson plans, common assessments

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

Administrators will monitor classroom instruction and student performance data for improved student achievement as a result of facilitating consistent planning processes.

Person Responsible

Tara White

Schedule

Weekly, from 8/24/2015 to 5/31/2016

Evidence of Completion

iObservation data, Common assessment 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.B3.S1.A1	Instructional Coaches will provide professional development in backwards lesson plan design, starting with deconstructing of the standards and depth of knowledge within the standards.	Pender, Natasha	8/24/2015	PLC Logs, meeting agendas and minutes, and sign-in sheets, materials and resources used during professional development	6/3/2016 weekly
G2.B1.S1.A1	Instructional Coaches will provide professional development on the processes to be used in collaborative planning.	Bellinger, Jennifer	8/24/2015	Action plans, intervention plans and notes from meetings	6/3/2016 weekly
G1.B3.S1.A2	Instructional Coaches will provide professional development and guidance during common planning on data analysis and using data to drive classroom instruction.	Pender, Natasha	8/24/2015	PLC Logs, meeting agendas and minutes, and sign-in sheets, materials and resources used during professional development	6/3/2016 every-3-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	Classroom observations, professional development workshops, Professional Learning Community meetings, and Data meetings will be regularly conducted to monitor progress of the goal.	Bellinger, Jennifer	8/24/2015	Student achievement data, lesson plans, iObservation data	5/31/2016 weekly
G1.B3.S1.MA1	Administrators will monitor for improved implementation of standards-based instruction during content delivery through classroom observations and analysis of student performance on common assessments.	Bellinger, Jennifer	8/24/2015	Observation data entered into the instructional framework and student performance data entered into Performance Matters from common assessments	5/31/2016 weekly
G1.B3.S1.MA1	Administrators will attend professional development and professional learning community meetings to ensure that implementation of strategies are evident.	Bellinger, Jennifer	8/31/2015	Materials and resources used during professional development, sign in sheets, and lesson plans reflecting alignment to standards.	6/3/2016 every-3-weeks
G2.MA1	Common Assessment Data will be analyzed and used to drive instruction.	McMurtry, Leanda	8/24/2015	Data analysis forms, data analysis logs, data meeting minutes	5/31/2016 weekly
G2.B1.S1.MA1	Administrators will monitor classroom instruction and student performance data for improved student achievement as a result of facilitating consistent planning processes.	White, Tara	8/24/2015	iObservation data, Common assessment data	5/31/2016 weekly
G2.B1.S1.MA1	Administrators will attend collaborative planning meetings to ensure effective use of provided resources and process.	McMurtry, Leanda	8/31/2015	PLC logs, meeting minutes, lesson plans, common assessments	6/3/2016 weekly

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 Opportunities

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

G1. Implement rigorous, standards-based instruction by engaging students in higher-level thinking in all content areas in order to increase student achievement (Division Priority #2: Accelerate Student Performance; Division Priority #5: Invest in Human Capital).

G1.B3 Lack of teacher capacity with the depth of knowledge that the Florida Standards require and implementation of lessons aligned to the rigor of the standards

G1.B3.S1 Provide training in backwards lesson plan design, starting with deconstructing of the standards and depth of knowledge within the standards.

PD Opportunity 1

Instructional Coaches will provide professional development in backwards lesson plan design, starting with deconstructing of the standards and depth of knowledge within the standards.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

PD Opportunity 2

Instructional Coaches will provide professional development and guidance during common planning on data analysis and using data to drive classroom instruction.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Every 3 Weeks, from 8/24/2015 to 6/3/2016

G2. Establish systems and procedures to foster effective collaborative planning of standards-based lessons, which will improve student performance (Division Priority #3: Narrow achievement gap; Division Priority #6: Provide Empowering Environments).

G2.B1 Lack of consistent structure in place that fosters collaboratively planning, analyzing data and monitoring student progress.

G2.B1.S1 Develop a standardized planning process to be facilitated by all Instructional Coaches

PD Opportunity 1

Instructional Coaches will provide professional development on the processes to be used in collaborative planning.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Weekly, from 8/24/2015 to 6/3/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B3.S1.A1	Instructional Coaches will provide professional development in backwards lesson plan design, starting with deconstructing of the standards and depth of knowledge within the standards.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		140-Substitute Teachers	0151 - Memorial Middle	Title I Part A		\$7,000.00
2	G1.B3.S1.A2	Instructional Coaches will provide professional development and guidance during common planning on data analysis and using data to drive classroom instruction.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		510-Supplies	0151 - Memorial Middle	Title I Part A		\$5,000.00
3	G2.B1.S1.A1	Instructional Coaches will provide professional development on the processes to be used in collaborative planning.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		500-Materials and Supplies	0151 - Memorial Middle	School Improvement Funds		\$5,000.00
Total:						\$17,000.00