

Howard Middle

800 E ROBINSON ST, Orlando, FL 32801

www.ocps.net/lc/southwest/mho

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	61%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	64%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	B

**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
Not In DA	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

Informally:

Almost all of our teachers meet with students individually and/or small groups before and after school, and many have a "lunch bunch" in their rooms during the school day. These times are ostensibly for "tutoring", but there is a lot of relationship-building.

Formally:

- All of our teachers are trained in English Language Learner (ELL) Strategies, know about being culturally sensitive, and know to ask colleagues for additional strategies as needed.
- Our AVID program regularly has guest speakers, as do our Social Studies classes, who relate their own cultural experiences from school, work, and home.
- Through reading assignments and literature, our students are asked to examine their own cultures, beliefs, and experiences; and later to speculate what another's experience may be like in certain situations. This is done through class discussion and writing.
- Teachers, administrators, counselors, coaches, and SAFE regularly share information about specific students and their needs, as well as possible cultural issues that have manifested.
- Guest speakers at faculty meetings/workshops talk about their specific culture and give teachers strategies on how to relate better to students of different cultures and their parents.
- All teachers correspond with students after school hours through classroom Facebook pages or webpages, by email, through Remind 101 (one-way texting), and Edmodo (communication is open to teachers, students and parents).

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

Howard Middle School has put procedural safeguards in place to ensure that students are safe on campus before, during, and after school. These safeguards include adult supervision in all common areas, as well as adult supervised programs and classes. The City of Orlando All-Stars program offers care for the students of Howard Middle School before and after school. This program gives students a safe environment to enhance their academics via tutoring, exposure to extracurricular activities such as sports, STEM (science, technology, engineering, and math), creative expression through dance and step, and the arts.

Howard Middle School also emphasizes our HEART philosophy, which encourages students to Have a positive attitude, Expect success, Accept responsibility, Respect everyone, and have Thoughtful actions. The staff of Howard Middle School makes sure to reference our HEART philosophy on a regular basis, and have made the commitment to making it visual in common areas and classrooms. We are a SAFE Space school, and students are encouraged to use our SAFE program to speak out about their own problems, as well as report any issues such as bullying. Howard Middle School takes

a very strong stance against any acts of behavior that can cause a student to feel unsafe or disrespected, therefore creating an environment that encourages open and respectful communication among the staff, students, and parents.

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

Howard Middle School has a staff of teachers who are eager to teach. As a result, they work closely together to develop and share various strategies for engaging and re-engaging students behaviorally during class time. These strategies consist of verbal and non-verbal cues. When teachers notice that students are not fully engaged and that a potential disruption is on the rise, they are adept in re-engaging students to lessen the disruptions. The most commonly used of these strategies is the open raised hand signal to gain the students' attention. It has become the school-wide common attention signal. Teachers are encouraged to use CHAMPS behavior management strategies.

All teachers are expected to teach classroom and school-wide procedures, and to make sure that the students can display them with competence. Teachers are also expected to have a "step system" in place for consequences given due to lack of adherence to classroom and school-wide procedures. These steps increase with the severity and re-occurrence of the behaviors. Students and parents are made aware of the school-wide and classroom procedures, as well as the potential consequences that a student may face. Teachers have a code of conduct review every 9 weeks to reinforce behavior expectations.

Also in place are administrative-led, grade-level assemblies that are designed to teach and reinforce common area procedures and behavior expectations. Teachers will implement interventions that reinforce and address student behavior prior to discipline referrals. Teachers are encouraged to seek out additional support from coaches and administrators for strategies, techniques, interventions, and positive behavior reinforcement. Coaches and administrators are committed to supporting teachers in developing classroom management systems.

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

Howard Middle School has three full time Guidance Counselors, a full time SAFE Coordinator, and a Mentor Coordinator to help meet the social-emotional needs of every student. In addition to the Guidance Counselors and SAFE Coordinator meeting directly with students with social emotional needs, our SAFE Coordinator is able to link students and their families with licensed mental health therapists and case managers through an agreement with SEDNET and OPCS. (SAFE, which stands for "The Student Assistance and Family Empowerment Program," provides a comprehensive range of prevention and intervention services for students and their families). Our Mentor Coordinator pairs mentors with mentees, and also supports two mentoring programs on campus, both of which are here via an agreement between HMS and the City of Orlando : PKZ (Parramore Kids' Zone) and AmeriCorps.

Along with our community-based mentoring programs, our school has plans in place to develop positive programs that encourage relationship-building between the staff and students. A staff/student mentoring program will help build positive relationships with students and support them beyond the classroom environment. Faculty members are encouraged to eat with students in the cafeteria during lunches and to support students in before/after school activities such as clubs, performances, and sports. Groups like "Adopt an Athlete", Young Ladies of Echelon, and Young Men with a Purpose are in place to foster a sense of belonging and support for students.

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

Our early warning list of intervention strategies include:

- * Level 1 Reading students receiving intervention in a double reading block.
- * Level 1 and 2 Math students receiving intervention in an intensive math class focusing on intensive math skills.
- * Level 2 Reading students receiving intervention in a one period reading class.
- * Referral to social worker, SAFE, ESE teachers (if applicable), MTSS Coach, and guidance immediately for issues regarding attendance and repeated behavior concerns.
- * School-wide positive behavior support systems in place- Positive Phone Call Home / Rangerific Ranger / Student of the Month / HEART ticket raffle
- * Instructionally driven lesson planning based on formative assessments to target needs.

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	51	56	55	162
One or more suspensions	47	39	41	127
Course failure in ELA or Math	1	6	0	7
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	9	13	14	36

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

The following strategies are utilized:

- * Interactive Notebooks (INB's) used in all classes to help students stay organized and focused with the content they are learning.
 - * AVID strategies are employed in all classes to help lead to student success and understanding of content.
 - * Math tutoring is available for students before and after school and during lunch, as needed.
 - * The use of volunteers in high-needs classes to help reach students on a more individualized basis.
- Edgenuity, the district-mandated software used to support course recovery and intervention/support courses for teacher use.

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?

No

PIP Link

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

Description

At Howard, we keep in communication with our parents through the use of Facebook, Connect Orange phone system, and monthly newsletters. Through these forms of communication we're able to keep parents updated on school events, general information, and social activities. Also, by utilizing Facebook, our parents are able to interact and build positive relationships with each other as well as the school personnel. Parents are able to actively monitor the student's progress through the use of ProgressBook as well as through requesting a parent teacher conference. Through the efforts of the PTSA and the Howard Foundation, we've been able to further involve parents' participation in the school.

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

We have our Partners in Education coordinator who reaches out to community organizations (local businesses, local faith-based organizations, and community arts organizations) to create partnerships for monetary and school supply donations, positive behavior support, mentoring/tutoring, teacher/student appreciation, and arts-related in-class and off campus field trip activities. Our foundation and PTSA also work with businesses who are current partners and reach out to potential businesses to partner with us for further support. At the beginning of each academic year, we set goals based on our school improvement plan, and each partner chooses which opportunities they want to participate in throughout the school year; whether it be for mentoring/tutoring, donations, student/staff appreciation, positive behavior support and/or arts field trips. It is monitored through the OCPS Partners in Education online system. In return, we give those partners and organizations recognition through our newsletter, Facebook pages, marquee, and performances/concerts throughout the year.

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
Martucci, Michael	Principal
Trimble, Jill	Assistant Principal
Davis-LaRue, April	Assistant Principal
Gordon, Amanda	Instructional Coach

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

Mr. Michael Martucci, Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with

parents regarding school-based MTSS plans and activities.

MTSS Team- (Comprised of Sarah Yelensky, MTSS Coordinator, and several teachers, instructional coaches, support staff, admin): Provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier II interventions, and integrates Tier I materials/instruction with Tier II/III activities. Develops and implements positive behavior support systems at the building, classroom, and individual level. Participates in data collection, collaborates with staff to implement interventions and positive reinforcement systems.

Sarah Yelensky and Elizabeth Grzyb - Exceptional Student Education (ESE) Instructional Support Teachers: Provides specially designed instruction/services to support ESE students' achievement in the general education classroom. Participates in student data collection, identifies student needs through progress monitoring, integrates core instructional activities/materials into Tier II/III instruction, and collaborates with general education teachers through such activities as collaborative teaching, observations, data collection, progress monitoring, making accommodations to instruction based on student need.

Amanda Gordon, Jackie Tinsley, Sarah Yelensky, Elizabeth Grzyb and Ashley Thrailkill (instructional reading coach, ESE staffing specialist, ESE instructional support teachers, and ESOL Instructional Support Teacher): Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Amanda Gordon, reading coach: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier I, Tier II, and Tier III intervention plans.

Dr. Tito Benjamin, School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Debbie Milotte, Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Elizabeth Powell, Speech/Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills.

Jessica Popov, Student Assistance and Family Empowerment (SAFE) Coordinator: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, SAFE Coordinators continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success.

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

The MTSS Team will focus meetings around these questions: How do we develop and maintain a problem-solving system that positively supports and rewards our students and staff; as individuals, groups and school-wide? In what ways can we assess individual student needs as well as “at risk” groups of students and encourage them to achieve higher levels of performance and excellence? What levels of support are we currently implementing to reinforce our students' abilities to attain higher standards, what levels of support do we need to add or modify to address our goals? The team meets on a monthly basis to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate, problem-solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of developing and implementing positive behavior support systems, building consensus, increasing infrastructure, and making decisions about implementation.

Title III:

* Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless:

* The Howard Middle School SAFE Coordinator in conjunction with the District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Violence Prevention Programs.

* The school offers to students a non-violence and anti-drug program that incorporates field trips, onsite assistance through community-based providers, and counseling.

Other:

* Safe and Drug Free Schools: District receives funds for programs (Red Ribbon Week, SAFE Program, etc.) that support prevention of violence in and around the school. These programs prevent the use of alcohol, tobacco, and drugs and foster a safe, drug free learning environment supporting student achievement.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Ms. Leila Brihoum	Parent
Mrs. Crystal Rich	Teacher
Ms. Kathy Barnes	Education Support Employee
Mrs. Lisa Moore	Parent
Mr. Paul Bedford	Parent
Mrs. Jeannie Maeztu	Parent
Mrs. Shellie Gaither	Parent
Mrs. Ashley Prior	Parent
Mrs. Stephanie Heron	Parent
Mrs. Alston Ball	Parent
Mrs. Mildred Valenti	Parent

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*

The Howard Middle School 2014-2015 SIP was written with the purpose of decreasing the achievement gap in all categories between Howard MS and the district average with several goals in mind. We analyzed our data and sought out interventions that compared to our expected outcomes. While periodically progress monitoring, we adjusted where needed and determined that our methods were very effective. When we compared those outcomes, we were very successful as demonstrated by our "A" school rating. Our implementation of the leadership team, additional coaches, interventions based on data gathered with fidelity directly correlated with our tremendous growth and overall student success.

Development of this school improvement plan

The SAC is a team of people representing various segments of the community: parents, teachers, our principal, and other interested community members. The purpose of the SAC is to assist in the preparation and evaluation of the School Improvement Plan as well as support school governance. The input our SAC committee receives helps to inform the decisions our school leaders make over the summer as well as during the school year to improve Howard Middle School. The SAC represents the school and community as the voice and monitoring instrument for school improvement. The SAC's primary role is to assist Mr. Martucci in developing and evaluating the school improvement plan for the current year and recommend adjustments during our monthly meetings.

Preparation of the school's annual budget and plan

The SAC will review the budget as it pertains to professional development and resources as allocated in the School Improvement Plan.

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

A portion of the money will be used for implementing the school improvement plan. The improvement plan shall include measurable performance indicators. Funding for use by the School Advisory Council should be allocated directly to the School Advisory Council, should be clearly earmarked for their use and is not subject to override by the Principal or interim approvals by school district staff. These moneys may be expended only on programs or projects selected by the school advisory council.

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
Martucci, Michael	Principal
Trimble, Jill	Assistant Principal
Davis-LaRue, April	Assistant Principal
Gordon, Amanda	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

- * To ensure literacy (reading) is integrated into all core and elective content areas.
- * To ensure that teaching reading is the responsibility of every teacher at Howard Middle School.
- * To ensure that every Level 1 and Level 2 reader is supported in all core-content areas. In addition, each will receive Tier I and Tier II support through the intensive reading classes (Tier 1) and tutoring (Tier 2).
- * To ensure that professional development incorporates a literacy component that supports the initiatives of the school improvement plan (which is supported by data).

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

Howard Middle School encourages positive working relationships between teachers in a variety of ways. The majority of teachers enjoy a common planning period, allowing regular collaboration via Professional Learning Communities (PLCs).

Most PLCs meet on a weekly basis, some even more frequently. PLC members discuss data, create common lesson plans, create common assessments, and utilize MTPs to plan for rigorous instruction. Teachers also meet on Wednesday afternoons for Department PLCs, professional development and faculty meetings. These meetings are facilitated by instructional staff, each sharing their expertise with colleagues in a safe and encouraging environment.

HMS has a long-established culture of coaching, and teachers are very open to not only welcoming coaches into their rooms, but oftentimes inviting them in. There is a strong sense of trust and feedback is always positive, yet relevant as our teachers continuously strive to improve their practice.

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

Howard has a long-standing history of teacher retention. We foster a community of collegiality, we have a strong mentoring program in place for new staff, as well as instructional coaches to support each teacher in the classroom.

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

Howard Middle School provides support for all teachers in multiple ways.

- * During preplanning, school administrators and coaches met with all teachers new to Howard Middle School for a welcome and orientation.
- * During preplanning, the reading/instructional coach offered small group and individual tutorials to assist all teachers with procedures, curriculum, and school-wide initiatives.
- * During the first month of school, the Instructional Coach maintains frequent contact with all teachers new to Howard Middle School, both in person and electronically, to monitor their needs and assist with any concerns.
- * During the first month of school, the Instructional Coach meets every Friday morning with the new teachers to "check in" with them.
- * During the first month of school, the Instructional Coach visits the classrooms of all teachers new to Howard Middle School, to observe and offer positive feedback.
- * All beginning teachers were assigned a mentor by the first week of school. The mentors were selected based on their knowledge of the curriculum, classroom management effectiveness, positive interactions with staff and students, as well as proximity to the new teacher.

- * Beginning in September, new teachers and mentors will meet at least monthly with the Instructional Coach to share concerns and celebrate successes.
- * The Instructional Coach will continue to visit classrooms throughout the year to assist and mentor teachers.

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 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

Data monitoring is as follows:

- * Utilization of instructional focus calendars to teach, assess, reteach, and re-assess as needed.
- * Quarterly data chats for grade level PLCs to analyze state and local assessment data to see how to differentiate, modify, or supplement instruction to meet the needs of all students.
- * Weekly or bi-weekly grade-level PLC meetings to analyze common assessments and how to differentiate instruction to meet the needs of all students.

Examples of modifications, supplements, differentiation:

- * Grouping of students in classes according to the needs of each student.
- * AVID strategies employed to reach students at different learning levels and styles. Small-group instruction based on needs of students in classes.
- * ESE/ESOL accommodations/modifications employed to meet the needs of all ESE/ESOL students and ESE/ESOL teachers available to coach teachers and to individualize instruction for high needs 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: 32,400

Students will receive after school tutoring to support them in area(s) of need. The area(s) of need will be determined based on individual student performance on teacher made assessments as well computer based assessments. These assessments will be used a diagnostic tool in order to provide personalized student learning geared towards mastery.

Strategy Rationale

The rationale behind the strategy is to ensure that all students are able to reach mastery of content as we look to increase student achievement as well as decrease the learning gap between subgroups.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Gordon, Amanda, amanda.gordon@ocps.net

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

The assessment/diagnostic data collected will be analyzed and shared with all appropriate team members. This data will be used to personalize the support for each child. We will continue to use the FCIM process as we work towards student mastery of content. In addition, we will use this information to assist with our planning of staff and professional development.

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

Because Howard has the potential for high student mobility, our teachers constantly align their teaching to the district's scope and sequence calendar in order to ensure that students are not hindered.

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

In the AVID class, students learn about colleges and universities, the requirements and process for admission and financial aid, and the methods for preparing for college admissions tests such as the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Students also take field trips to local college campuses, cultural events, and community activities. Many times, students are visited by guest speakers who provide valuable information about their own experiences and career options.

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

Advancement via Individual Determination (AVID) is an in-school academic support program designed to help students meet the requirements of four-year colleges and universities. Students enroll in an AVID elective class where they are taught the skills needed to be successful in their academic courses from the time of placement and well on into college.

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

AVID, which is implemented school-wide, targets students who are considered average academically yet possess high academic potential into more rigorous advanced classes. It is a program that focuses on:

- A rigorous curriculum
- Writing improvement
- Inquiry methods
- Reading improvement
- Collaboration
- Voluntary involvement
- Students with a desire to improve academically
- Building confidence, creativity, and academic skills
- College preparation
- Ethnic inclusion

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers, with the guidance of the leadership team, will use strategies that provide more student time engaged in tasks aligned to the rigor of the Florida Standards. This will result in increasing student achievement on standards-based learning in order to effectively narrow the achievement gap. (Division Priority #3: Narrow Achievement Gaps; Division Priority #6: Provide Empowering Environments.)

- G2.** Howard Middle School will increase the effectiveness of its PLC structures to positively impact student achievement. (Division Priority #2: Invest in Human Capital; Division Priority #4: 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. Teachers, with the guidance of the leadership team, will use strategies that provide more student time engaged in tasks aligned to the rigor of the Florida Standards. This will result in increasing student achievement on standards-based learning in order to effectively narrow the achievement gap. (Division Priority #3: Narrow Achievement Gaps; Division Priority #6: Provide Empowering Environments.) 1a

G072673

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ELL	55.0
AMO Reading - ED	65.0
AMO Reading - SWD	57.0
AMO Math - ELL	58.0
AMO Math - SWD	60.0
AMO Math - Hispanic	71.0
AMO Math - African American	64.0

Resources Available to Support the Goal 2

- City of Orlando After School All Stars
- Parramore Kid Zone
- Americorp Volunteers
- ESE Support Facilitation
- Efficient Teacher Classroom Management and Student Engagement

Targeted Barriers to Achieving the Goal 3

- The administration team identified student time on task as a barrier.

Plan to Monitor Progress Toward G1. 8

The principal will monitor the subgroup performance data on teacher-made common assessments and state-required assessments. This will be done by meeting with PLCs regularly to ensure analysis of data is taking place and to ensure instructional delivery is leading to an increase in student achievement. This will also be done by implementing nine-week data chats to analyze nine-week exam data, focusing particularly on individual subgroups.

Person Responsible

Michael Martucci

Schedule

Monthly, from 9/30/2015 to 6/1/2016

Evidence of Completion

3- and 9-Weeks Common Assessments; PLC minutes reflecting data analysis with emphasis on subgroups, data chat documentation, and performance data reflecting growth in all subgroups.

G2. Howard Middle School will increase the effectiveness of its PLC structures to positively impact student achievement. (Division Priority #2: Invest in Human Capital; Division Priority #4: Provide Empowering Environments.) **1a**

 G072674

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	74.0
AMO Reading - All Students	71.0
FCAT 2.0 Science Proficiency	60.0

Resources Available to Support the Goal **2**

- Hold biweekly Professional Learning Communities (PLCs) meetings.
- Continue meeting with the leadership team.
- Continue to increase site-based professional development opportunities.

Targeted Barriers to Achieving the Goal **3**

- Teams of teachers need to establish norms and follow district protocol both during PLCs and collaborative planning meetings.

Plan to Monitor Progress Toward G2. **8**

The leadership team will attend PLC meetings and monitor student performance data to see if the efficient PLCs are translating into instructional delivery resulting in increased student achievement.

Person Responsible

Michael Martucci

Schedule

Biweekly, from 9/2/2015 to 6/1/2016

Evidence of Completion

PLC meeting agendas and minutes, 3- and 9-week common assessment data, classroom observation data

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. Teachers, with the guidance of the leadership team, will use strategies that provide more student time engaged in tasks aligned to the rigor of the Florida Standards. This will result in increasing student achievement on standards-based learning in order to effectively narrow the achievement gap. (Division Priority #3: Narrow Achievement Gaps; Division Priority #6: Provide Empowering Environments.) **1**

 G072673

G1.B1 The administration team identified student time on task as a barrier. **2**

 B189624

G1.B1.S1 The leadership team will guide teachers on how to effectively manage student response rates.

4

 S200966

Strategy Rationale

Effective control of the questioning variable will allow more time on task as well as more opportunities to formatively assess.

Action Step 1 **5**

Instructional Coach will provide professional development designed to support teachers with managing response rates.

Person Responsible

Amanda Gordon

Schedule

On 6/1/2016

Evidence of Completion

Teachers will show an increase of using strategies in their classrooms to manage student response rates, lesson plans will reflect activities that focus on managing student response rates effectively.

Action Step 2 5

Instructional Coach will implement Instructional Rounds in order to provide new teachers with classroom management and engagement strategies.

Person Responsible

Amanda Gordon

Schedule

On 6/1/2016

Evidence of Completion

Schedules created for teachers to perform instructional rounds, monitoring sheet created for take-aways and strategies to use in the classroom

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

The leadership team will monitor attendance at trainings, review lesson plans, and review training materials to ensure that managing response rates strategies are being implemented.

Person Responsible

Michael Martucci

Schedule

Monthly, from 9/30/2015 to 4/27/2016

Evidence of Completion

Training agendas and meeting minutes, artifacts from trainings, and strategies included in lesson plans for managing response rates.

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

The principal will conduct Informal and Formal Classroom Observations to monitor use of learned strategies in managing student response rates.

Person Responsible

Amanda Gordon

Schedule

Quarterly, from 9/30/2015 to 6/1/2016

Evidence of Completion

The principal will use data generated from iObservation to monitor success of utilizing managing response rates in the classroom.

G1.B1.S2 The leadership team will guide teachers on how to utilize effective grouping strategies. 4

 S200967

Strategy Rationale

Effective student collaborative processing will lead to increased student performance at a higher taxonomy.

Action Step 1 5

The instructional coach will provide professional development designed to support teachers with utilizing effective grouping strategies.

Person Responsible

Amanda Gordon

Schedule

Monthly, from 9/30/2015 to 6/1/2016

Evidence of Completion

Action Step 2 5

The instructional coach will implement Instructional Rounds.

Person Responsible

Amanda Gordon

Schedule

On 6/1/2016

Evidence of Completion

Schedules created for teachers to perform instructional rounds, monitoring sheet created for take-aways and strategies to use in the classroom.

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

The principal will conduct Informal and Formal Classroom Observations.

Person Responsible

Michael Martucci

Schedule

Monthly, from 10/1/2015 to 4/27/2016

Evidence of Completion

The principal will use data generated from iObservation to monitor that teachers are using effective grouping strategies for engagement in their classrooms.

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

The principal will conduct Informal and Formal Classroom Observations.

Person Responsible

Michael Martucci

Schedule

Monthly, from 10/1/2015 to 4/27/2016

Evidence of Completion

The principal will use data generated from iObservation to monitor that the grouping strategies used by teachers in their classrooms are effectively engaging all students.

G2. Howard Middle School will increase the effectiveness of its PLC structures to positively impact student achievement. (Division Priority #2: Invest in Human Capital; Division Priority #4: Provide Empowering Environments.) 1

G072674

G2.B1 Teams of teachers need to establish norms and follow district protocol both during PLCs and collaborative planning meetings. 2

B189626

G2.B1.S1 Each member of grade-level Professional Learning Communities (PLCs) will agree upon a rotating role for each meeting, including a facilitator, recorder, data provider, etc. 4

S200970

Strategy Rationale

Each member needs to participate in the PLCs so that teams are able to efficiently collaborate in lesson development in order to improve instructional delivery.

Action Step 1 5

The leadership team will facilitate PLCs to guide teachers through the process of norm setting and establishing roles in order to make the PLCs more productive.

Person Responsible

Michael Martucci

Schedule

Biweekly, from 9/2/2015 to 6/1/2016

Evidence of Completion

List of norms and team roles, lesson plans

Action Step 2 5

The leadership team will train each member in the importance of norms and protocols and how to effectively establish norms and protocols for PLC meetings.

Person Responsible

Michael Martucci

Schedule

On 6/1/2016

Evidence of Completion

PLC meeting agenda, meeting minutes, list of assigned norms and protocols

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

The leadership team will attend PLCs to ensure teachers are implementing roles. Teachers will have agendas and notes with each assigned role.

Person Responsible

Michael Martucci

Schedule

Biweekly, from 9/2/2015 to 6/1/2016

Evidence of Completion

Sign-in sheets, department-level meeting notes that show proof of assigned roles, agendas for each role assigned

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

The leadership team will conduct classroom observations and review student performance data to monitor for improved instructional delivery in the classroom.

Person Responsible

Michael Martucci

Schedule

Biweekly, from 9/2/2015 to 6/1/2016

Evidence of Completion

3- and 9-week common assessment data, classroom observation data to show an increase in student performance and sound instructional practices

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	Instructional Coach will provide professional development designed to support teachers with managing response rates.	Gordon, Amanda	9/2/2015	Teachers will show an increase of using strategies in their classrooms to manage student response rates, lesson plans will reflect activities that focus on managing student response rates effectively.	6/1/2016 one-time
G1.B1.S2.A1	The instructional coach will provide professional development designed to support teachers with utilizing effective grouping strategies.	Gordon, Amanda	9/30/2015		6/1/2016 monthly
G2.B1.S1.A1	The leadership team will facilitate PLCs to guide teachers through the process	Martucci, Michael	9/2/2015	List of norms and team roles, lesson plans	6/1/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	of norm setting and establishing roles in order to make the PLCs more productive.				
G1.B1.S1.A2	Instructional Coach will implement Instructional Rounds in order to provide new teachers with classroom management and engagement strategies.	Gordon, Amanda	9/30/2015	Schedules created for teachers to perform instructional rounds, monitoring sheet created for take-aways and strategies to use in the classroom	6/1/2016 one-time
G1.B1.S2.A2	The instructional coach will implement Instructional Rounds.	Gordon, Amanda	9/30/2015	Schedules created for teachers to perform instructional rounds, monitoring sheet created for take-aways and strategies to use in the classroom.	6/1/2016 one-time
G2.B1.S1.A2	The leadership team will train each member in the importance of norms and protocols and how to effectively establish norms and protocols for PLC meetings.	Martucci, Michael	9/2/2015	PLC meeting agenda, meeting minutes, list of assigned norms and protocols	6/1/2016 one-time
G1.MA1	The principal will monitor the subgroup performance data on teacher-made common assessments and state-required assessments. This will be done by meeting with PLCs regularly to ensure analysis of data is taking place and to ensure instructional delivery is leading to an increase in student achievement. This will also be done by implementing nine-week data chats to analyze nine-week exam data, focusing particularly on individual subgroups.	Martucci, Michael	9/30/2015	3- and 9-Weeks Common Assessments; PLC minutes reflecting data analysis with emphasis on subgroups, data chat documentation, and performance data reflecting growth in all subgroups.	6/1/2016 monthly
G1.B1.S1.MA1	The principal will conduct Informal and Formal Classroom Observations to monitor use of learned strategies in managing student response rates.	Gordon, Amanda	9/30/2015	The principal will use data generated from iObservation to monitor success of utilizing managing response rates in the classroom.	6/1/2016 quarterly
G1.B1.S1.MA1	The leadership team will monitor attendance at trainings, review lesson plans, and review training materials to ensure that managing response rates strategies are being implemented.	Martucci, Michael	9/30/2015	Training agendas and meeting minutes, artifacts from trainings, and strategies included in lesson plans for managing response rates.	4/27/2016 monthly
G1.B1.S2.MA1	The principal will conduct Informal and Formal Classroom Observations.	Martucci, Michael	10/1/2015	The principal will use data generated from iObservation to monitor that the grouping strategies used by teachers in their classrooms are effectively engaging all students.	4/27/2016 monthly
G1.B1.S2.MA1	The principal will conduct Informal and Formal Classroom Observations.	Martucci, Michael	10/1/2015	The principal will use data generated from iObservation to monitor that teachers are using effective grouping strategies for engagement in their classrooms.	4/27/2016 monthly
G2.MA1	The leadership team will attend PLC meetings and monitor student performance data to see if the efficient PLCs are translating into instructional delivery resulting in increased student achievement.	Martucci, Michael	9/2/2015	PLC meeting agendas and minutes, 3- and 9-week common assessment data, classroom observation data	6/1/2016 biweekly
G2.B1.S1.MA1	The leadership team will conduct classroom observations and review student performance data to monitor for improved instructional delivery in the classroom.	Martucci, Michael	9/2/2015	3- and 9-week common assessment data, classroom observation data to show an increase in student performance and sound instructional practices	6/1/2016 biweekly
G2.B1.S1.MA1	The leadership team will attend PLCs to ensure teachers are implementing roles. Teachers will have agendas and notes with each assigned role.	Martucci, Michael	9/2/2015	Sign-in sheets, department-level meeting notes that show proof of assigned roles, agendas for each role assigned	6/1/2016 biweekly

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. Teachers, with the guidance of the leadership team, will use strategies that provide more student time engaged in tasks aligned to the rigor of the Florida Standards. This will result in increasing student achievement on standards-based learning in order to effectively narrow the achievement gap. (Division Priority #3: Narrow Achievement Gaps; Division Priority #6: Provide Empowering Environments.)

G1.B1 The administration team identified student time on task as a barrier.

G1.B1.S1 The leadership team will guide teachers on how to effectively manage student response rates.

PD Opportunity 1

Instructional Coach will provide professional development designed to support teachers with managing response rates.

Facilitator

Amanda Gordon

Participants

Instructional Staff

Schedule

On 6/1/2016

PD Opportunity 2

Instructional Coach will implement Instructional Rounds in order to provide new teachers with classroom management and engagement strategies.

Facilitator

Amanda Gordon

Participants

Instructional Staff

Schedule

On 6/1/2016

G1.B1.S2 The leadership team will guide teachers on how to utilize effective grouping strategies.

PD Opportunity 1

The instructional coach will provide professional development designed to support teachers with utilizing effective grouping strategies.

Facilitator

Amanda Gordon

Participants

Instructional Staff

Schedule

Monthly, from 9/30/2015 to 6/1/2016

PD Opportunity 2

The instructional coach will implement Instructional Rounds.

Facilitator

Amanda Gordon

Participants

Instructional Staff

Schedule

On 6/1/2016

G2. Howard Middle School will increase the effectiveness of its PLC structures to positively impact student achievement. (Division Priority #2: Invest in Human Capital; Division Priority #4: Provide Empowering Environments.)

G2.B1 Teams of teachers need to establish norms and follow district protocol both during PLCs and collaborative planning meetings.

G2.B1.S1 Each member of grade-level Professional Learning Communities (PLCs) will agree upon a rotating role for each meeting, including a facilitator, recorder, data provider, etc.

PD Opportunity 1

The leadership team will facilitate PLCs to guide teachers through the process of norm setting and establishing roles in order to make the PLCs more productive.

Facilitator

Leadership Team

Participants

Instructional staff

Schedule

Biweekly, from 9/2/2015 to 6/1/2016

PD Opportunity 2

The leadership team will train each member in the importance of norms and protocols and how to effectively establish norms and protocols for PLC meetings.

Facilitator

Leadership Team

Participants

Instructional Staff

Schedule

On 6/1/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Instructional Coach will provide professional development designed to support teachers with managing response rates.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0131 - Howard Middle			\$2,000.00
<i>Notes: Substitutes and supplies</i>						
2	G1.B1.S1.A2	Instructional Coach will implement Instructional Rounds in order to provide new teachers with classroom management and engagement strategies.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0131 - Howard Middle			\$1,000.00
<i>Notes: Substitutes</i>						
3	G1.B1.S2.A1	The instructional coach will provide professional development designed to support teachers with utilizing effective grouping strategies.				\$0.00
4	G1.B1.S2.A2	The instructional coach will implement Instructional Rounds.				\$0.00
5	G2.B1.S1.A1	The leadership team will facilitate PLCs to guide teachers through the process of norm setting and establishing roles in order to make the PLCs more productive.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0131 - Howard Middle	General Fund		\$2,000.00
<i>Notes: This funding will be used for professional development and substitutes.</i>						
6	G2.B1.S1.A2	The leadership team will train each member in the importance of norms and protocols and how to effectively establish norms and protocols for PLC meetings.				\$0.00
Total:						\$5,000.00