

Orange County Public Schools

Ocoee Middle



2015-16 School Improvement Plan

Ocoee Middle

300 S BLUFORD AVE, Ocoee, FL 34761

www.ocps.net/lc/west/moo

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	70%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	67%

School Grades History

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

Teachers focus on building relationships with their students during the first few weeks of school using activities in which students can share interests, cultures and backgrounds. Teachers communicate expectations of Ocoee Middle School to their students and expectations throughout the school year. Teachers explain the PURE Cardinal program which encourages students to make good choices.

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

Ocoee Middle School communicates school-wide procedures through CHAMPS and the expectations are videotaped and available for teachers to use throughout the year on Safari Montage. School-wide CHAMPS expectations are available for evacuation drills, grade level offices, stairs and hallways, cafeteria, common areas, and the patio.

Before, during, and after school, there is ample supervision in all common areas. There are adults staffed throughout the school. Staff members are encouraged to interact with the students in an proactive manner.

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

At Ocoee Middle School, the CHAMPS model is used to communicate the school-wide expectations to students. Students are expected to follow the rules and procedures implemented.

OMS has implemented the PURE Cardinal recognition program which stands for Positive Universal Response Environment. Any school personnel can recognize or "swoop" a student for any positive action they see the student doing. Students are then recognized with a positive phone call home and a token of recognition such as a bracelet or shirt. The more the students are "swooped," the better the recognition.

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

Ocoee Middle School has two guidance counselors and a SAFE coordinator at the school. The counselors and the SAFE coordinator are highly visible around campus and are easily accessible by the students, parents, and teachers. Students can be referred to either the SAFE coordinator or either of the guidance counselors by teachers, parents, and students themselves. If the school-based resources are not sufficient for some students, outside agencies are available.

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

Students with attendance rates below 90% are as follows: Grade 6-49; Grade 7-40; Grade 8-68
 Students with one or more suspensions are as follows: Grade 6-15; Grade 7-27; Grade 8-11
 Students with a course failure in ELA or Math are as follows: Grade 6-4; Grade 7-9; Grade 8-4

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	49	40	68	157
One or more suspensions	15	27	11	53
Course failure in ELA or Math	4	9	4	17
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	3	11	1	15

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

Students at Ocoee Middle School whose attendance is below 90%, will participate in a Child Study Team that will begin the truancy process. Grade level deans, guidance counselors, and the SAFE coordinator form relationships with targeted students and discuss the importance of being present at school.

Students with one or more suspensions from Ocoee Middle School could receive a variety of strategies which could include a behavior contract, counseling from school guidance counselors or outside agencies, a referral to the SAFE coordinator, or a behavior intervention plan. OMS uses a discipline matrix that provides consistency across the grade levels. The school has a restorative justice team that will assist with behavior interventions.

Students with a potential course failure in ELA or Math at Ocoee Middle School have the opportunity to receive interventions including tutoring, an assignment to LOP (time during lunch students can make up missing work), ability to restudy and re-take tests, and/or a academic contract. Students in danger of failing core classes have meetings scheduled with parents, grade level administrator, counselor and the principal.

For students that display two or more of the Early Warning Signs, a plan will be put into place including the student, teachers, and parent to ensure students have the opportunity to be successful.

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

PTSA, SAC, PLC are targets to increase parental involvement at Ocoee Middle School. PTSA provides a Volunteer Signup Form with a year-long calendar of events/opportunities for parents to sign up and volunteer. The form will be returned to PTSA members to call those parents when the event occurs.

Parents are able to keep informed of their child's progress by using the Parent Access portion of Progressbook. Teachers send home mid-term progress reports and report cards four times per year. The school sends Connect Orange messages and a weekly e-newsletter to remind parents of the Progressbook service and information about upcoming events at 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

The following organizations are Partners in Education with Ocoee Middle School:

Papa Murphy's Take 'n' Bake, Hukoo's Family Fun, Orlando Solar Bears, Starke Lake Studios, Learn to Learn, Subway, EDUMATICS, INC, Baptiste Orthodontics, RaceTrac Petroleum Inc., Chick-Fil-A Ocoee, Kona Ice of Northwest Orlando, Papa John's Pizza, Red Eye Bar and Grill, SAMS Club, Sylvan Learning Center of Ocoee, Gifted University.

Our Partners in Education and the school administration work together to enhance many of the activities held at the school. Recognition is given to Partners in Education through signage and newsletters. Our business and community members are invited to be a part of the School Advisory Council and Parent Teacher Student Associations. Meetings for both groups are held on the third Tuesday of each month.

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
Shanoff, Mark	Principal
Davis, Samuel	Assistant Principal
Sowers, Lisa	Assistant Principal
Gray, Melissa	Dean
Thomas, Sarah	Dean
Rutherford, McKinsie	Instructional Coach
Gallup, Jeff	Instructional Coach
Breud, Melissa	Instructional Coach
Campbell, Karen	Guidance Counselor
Jimenez, Jennifer	Guidance Counselor
Walton, Adam	Instructional Coach
Padilla, John	Dean

Duties

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

Mark Shanoff, Principal
 Lisa Sowers, Assistant Principal
 Sam Davis, Assistant Principal
 John Padila, 7th Grade Dean
 Melissa Gray, 8th Grade Dean
 Sarah Thomas, 6th Grade Dean
 McKinsie Rutherford, Learning Resource Specialist (LRS)
 Jeff Gallup, Instructional Coach
 Adam Walton, Instructional Resource
 Melissa Breud, ESE Instructional Coach
 Karen Campbell, 7th Grade Guidance Counselor
 Jennifer Jimenez, 8th Grade Guidance Counselor
 Denise Reed, Safe Coordinator

Academic:

Dr. Mark Shanoff, Principal; Mrs. Lisa Sowers, Assistant Principal for Instruction, and Mr. Sam Davis, Assistant Principal monitor to ensure fidelity of the overall academic program and MTSS process. The team looks for the support strategies in the classroom during observations.

Ms. Melissa Gray, Administrative Dean, Mr. John Padila, Administrative Dean and Ms. Sarah Thomas, Administrative Dean, analyze student data to identify their lowest 25% on their grade level. They will decipher the data by looking at their subgroups and individual student progress on common assessments. They will present the data to the MTSS team and the student's teachers to monitor the effect of the strategies.

Mrs. McKinsie Rutherford, LRS; Mr. Jeff Gallup, Instructional Coach; and Mr. Adam Walton, Instructional Resource provide coaching to specific teachers based on the student's needs and strategies.

Mrs. Melissa Breud, Instructional coach ESE leads the MTSS team. She keeps data on all students that are in the MTSS process. She provides teachers with accommodations that may bridge the gap between student performance and high expectations. She sends out weekly emails to all instructional teachers on strategies that can be implemented in the classroom. She ensures that interventions are being provided with fidelity. She organizes the MTSS meetings and communicates with all necessary

parties.

Ms. Jennifer Jimenez, Guidance Counselor; and Mrs. Karen Campbell, Guidance Counselor, provide support to the students in the classroom. They ensure students are placed in rigorous classes and ensure communication occurs with family members. Additionally, they participate in grade level data chats.

ESE staff including school psychologist: They give input into interventions and supports.

Team Leaders: They are responsible for bringing back information to the team if needed.

Behavior:

Dr. Mark Shanoff, Principal; Mrs. Lisa Sowers, Assistant Principal for Instruction; and Mr. Sam Davis, Assistant Principal monitor to ensure fidelity of the MTSS process. They look for the supports strategies in the classroom during observations. Mr. Sam Davis, Assistant Principal: facilitates the PURE cardinal program as a positive behavior support program. This is the Tier 1 MTSS behavior program on campus.

Mr. Sam Davis, Assistant Principal; Ms. Melissa Gray, Administrative Dean, Mr. John Padilla, Administrative Dean, and Ms. Sarah Thomas, Administrative Dean, monitor the number of discipline referrals, along with In-school and out of school suspensions, and proportionality within our discipline data.

Mrs. McKinsie Rutherford, LRS provides coaching for teachers with classroom management. Mrs. Denise Reed, SAFE coordinator provides social emotional interventions along with support from outside sources. Mrs. Melissa Breaud, Instructional Coach for ESE the leader of the MTSS leadership team. She provides teachers with accommodations that may bridge the gap between student behavior issues and appropriate conduct. She sends out weekly emails to all instructional teachers on strategies that can be implemented in the classroom. She ensures that interventions are being provided with fidelity. She organizes the MTSS meetings and communicates with all necessary parties.

Ms. Jennifer Jimenez, Guidance Counselor; and Mrs. Karen Campbell, Guidance Counselor provide students with emotional support as a level of intervention. ESE staff including school psychologist provides additional support if needed.

Team Leaders act as liaisons between the MTSS team and the core teachers. They are responsible for sharing information to the team to provide continuity of support for designated students.

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

Academic:

The MTSS leadership team deciphers student data based on historical FCAT and other formative/summative data. The lowest 25% of students is identified based on this data. The grade level administrators and their teachers review the data and identify students whose gap is larger than one year of growth. These students are struggling in multiple subject areas due to a common deficiency. The MTSS leadership team will help the student's teachers identify the area of need that is causing the student to have a gap. The team leader of the student's core subject teachers will review the student's cumulative folder (CUM) and look for reasons the student may have a gap in his/her education. The MTSS leadership team and the student's teachers will meet as a team to talk about all the information that has been gathered on the student.

Once the common need is identified, the MTSS leadership team will put Tier 2 interventions in place with bi weekly progress monitoring of the area of need. The MTSS leadership team will closely monitor the progress and classroom data to see if the interventions are affecting the student's ability to learn. Once the student is placed in tier 2 interventions, a meeting will be arranged with the student's family. The MTSS team will review the data and the intervention plan with the team. The school psychologist is invited to this meeting. A timeline is determined by the team to ensure the

student receives the support that is necessary for success. Based on the student's data and grades, the MTSS leadership team will decide if the tier 2 intervention is effective and needs to be continued or if the student needs additional interventions.

The System 44 reading teacher provides the Tier 3 interventions with weekly progress monitoring. A tier 3 parent conference will take place to review data and grades with the MTSS leadership team. The team, including the school psychologist, and the family will determine the next step. If the team decides that testing for ESE services would benefit the student, then the entire process is turned over to ESE personnel to gain consent for testing.

Behavior:

The MTSS behavior leadership team will meet regularly to talk about students whose behaviors are impacting their academic performance. The team will look at classroom academic and behavior data by grade level, ISS and out of school suspension data to identify the students. Once the students are identified, members of the MTSS behavior leadership team will have in house meetings with the student's teachers. As a team they will define the student's behaviors. Either frequency or duration data will be taken and the MTSS behavior leadership team will analyze the data. An intervention of a behavior probe based on defined behaviors will be implemented.

At tier 2 and tier 3 levels, we will hold parent conferences to ensure the support of the student to be successful. If the team determines ESE services are appropriate, the process will be implemented. Students in our Migrant Program are assigned to a district coordinator. The program runs twice per week and supports student learning by providing tutorial opportunities. Through this program, students have the opportunity to have vision checks and provide glasses as needed. Students in the Migrant Program celebrate as a community with field trips twice per year.

Ocoee Middle School has a SAFE Coordinator to support students and families who are at-risk. Services provided for students and families in homeless and violence prevention programs are mutually supported as the coordinator acts as a liaison between community agencies and direct counseling services. All interventions and services coordinated through the SAFE office focus on supporting academic learning and providing a safe environment for students in crisis.

OMS has a School Resource Officer. The SRO assists the school administration in maintaining a safe and secure environment. School administrators benefit from the SRO's training, knowledge and experience in handling situations. The SRO provides a highly visible presence to identify trespassers on campus. In addition, the SRO's provide a service to the surrounding community by addressing concerns such as loitering or speeding. The SRO also builds relationships with the students by maintaining an "open-door" policy to interacting with students in a law-related counseling role. The SRO serves as a mentor to a group of students with behavioral issues.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mark Shanoff	Principal
Hollis Wehmeier	Parent
John Padilla	Education Support Employee
Dana Foster	Parent
Andrea Codner	Teacher
Ruth Baskerville	Business/Community
Brian Gray	Business/Community
Vincent Chance	Education Support Employee
Brenda Alston	Parent
Melissa Gray	Teacher
Michelle Flanagan	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 school improvement plan for the 2014-15 school year was reviewed throughout the school year. During the initial SAC meeting, the available data was reviewed for the 2014-15 school year and targets will be discussed for the 2015-16 school year. Adjustments will be made to the school improvement plan to ensure new goals are aligned to promote growth in our students and support the district division priorities.

Development of this school improvement plan

The SAC's primary role is to assist the principal in developing and evaluating the school improvement plan for the current year. The role of the SAC in the planning process is to help set the vision and priorities for the school. The SAC Committee assists in the organization and planning of strategies focused on maximizing continuous improvement, increasing student achievement, and closing the achievement gap, especially for students in Exceptional Education and English Language Learners. The plan will support the divisional priorities set forth by the district:

- Accelerate student performance
- Invest in human capital
- Ensure career and college readiness
- Provide empowering environments

The SAC Committee will provide specific guidance and direction to Ocoee Middle School in developing their school improvement plan. The most critical elements of the planning process include developing, implementing, monitoring, and evaluating the plan. After the plan has been developed and approved, the plan will be implemented. During the school year, the actions listed in the plan are carried out to monitor and achieve the targeted goals. The school improvement plan is reviewed in the middle of the year to ensure that progress is being made.

Preparation of the school's annual budget and plan

The principal will have a budget meeting with staff at the end of the year to discuss school needs and projected budget allocations.

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

\$4140 was spent on the purchase of student planners and folders. By utilizing these funds, students were able to stay organized and communicate with their families regarding their academics.

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
Shanoff, Mark	Principal
Sowers, Lisa	Assistant Principal
Davis, Samuel	Assistant Principal
Walton, Adam	Instructional Coach
Rutherford, McKinsie	Teacher, K-12
Breaud, Melissa	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT will develop a plan of focused instruction that will direct teachers across all curriculum areas, including electives, of our literacy focus which is improving reading, writing, and content learning. Teachers will work collaboratively developing a school literacy system. All teachers will participate in professional development and will include explicitly teaching student owned literacy strategies, incorporating evidence based vocabulary instruction, strategically using higher order questioning, and adding value to standard based scales with the inclusion of descriptors of student evidence. In addition to the Springboard curriculum, the language arts department will utilize Great Books resources with a shared inquiry component. Because the Great Books are rich and complex, the variety of opinions expressed in the group discussions central to shared inquiry helps students consider the range of possible interpretive meanings that such texts can sustain.

Additionally, the LLT will focus on major initiatives to promote reading and literacy which include school-wide reading events, a school-wide writing plan, and strengthening of our literacy climate. The LLT will monitor and adjust the implementation of the school-wide writing plan which includes writing across the content areas. ELA and social studies teachers in all grade levels will be using Core Connections. This is the second year of implementing this writing program designed to assist teachers in preparing students for multiple writing tasks. This focus is based on changing standards and the student's needs to write using text evidence to support their claim.

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

Ocoee Middle School has provided time for each department to hold Professional Learning Community (PLC) meetings on a weekly basis. The collaborative groups work together to design and plan rigorous learning opportunities for all students. The groups create formative assessments and review data from

previous assessments. As the teachers plan, this creates positive working relationships among the teams.

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

When teachers are hired, they are paired with other teachers based upon common content areas. Activities for teachers new to our campus include: pre-planning meetings with mentors and mentees, and monthly professional development throughout the school year. These activities are provided by the principal and the Learning Resource Specialist.

To build capacity, teachers collaborate weekly to discuss the integration of other content areas into their lesson planning, instructional practices, development of formative assessments, student accommodations, and classroom assignments. Other professional development support includes moving throughout the classroom, classroom management, and the integration of technology (ipod touches, Moodle, Turning Point Responders).

Administrators encourage teachers to take advantage of opportunities for professional development in their areas of interest. They are provided with experiences that allow them to develop as leaders in their department and then campus wide. Teacher are also encouraged to take course work to advance into leadership positions within the district.

Celebrations are part of every faculty meeting. The principal recognizes teachers who make a positive impact with their peers or their students to enhance the collegiality and learning environment for students. In addition, there are numerous opportunities for social interactions throughout the year, the highlight being the new to OMS teacher welcoming bar-b-cue.

OMS is able to attract teachers based upon their reputation as having a progressive culture utilizing the integration of technology in the instructional practices. The vision of the principal has allowed teachers to have access to numerous technological devices and digital curriculum to enhance and support their instruction. The integration of technology occurs within the classroom as a routine without having to book computer lab time. OMS's reputation extends beyond the district as being recognized as an Apple Distinguished School an unprecedented three times.

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

Teachers were paired based upon common content areas.

Activities include:

1. Pre-planning meetings with mentors and mentees.
2. Professional development monthly
3. Collaborate weekly to discuss upcoming lessons, formative assessments and any available student data. Focus areas will include the following: How to accommodate students with special needs, classroom assignments and homework that provide appropriate challenges, classroom presence, e.g., moving throughout the classroom, voice effectiveness, appropriate professional appearance, classroom management, integration of technology into their classroom (ipod touches, Moodle, Turning Point Responders).

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

Ocoee Middle 6th and 7th grade students who scored a Level 1 on the 2014 FCAT Reading test will be enrolled in a double block of reading instruction. Since FCAT data is over a year old, students who are in 7th grade and demonstrated sufficient growth may be placed into a single reading block.

Feeder elementary schools have made recommendations for students who would be successful with a single reading block. During this double block, students will get instruction using the READ 180 or System 44 curriculum and also the rotational model of instruction. Based on the beginning of the year assessment, students will be assigned to READ 180 or System 44. Students will be monitored using SRI and other formative assessments.

Ocoee Middle School 6th and 7th grade students who scored a Level 2 on the 2014 FCAT Reading test will be enrolled in a single reading class unless alternative data such as SRI dictates they no longer need an intensive reading class. During this reading block, the student will be enrolled into the Achieve 3000 program and will receive instruction using the rotational model of instruction. Students will be monitored using SRI and other formative assessments. Students will also be referred to the MTSS team for additional support if they show a need.

Ocoee Middle School 8th graders who scored a Level 1 or a Level 2 on the 2014 FCAT Reading test and have not shown sufficient growth on the SRI, will be enrolled into a single reading class. Students will be enrolled in Achieve 3000 and will receive instruction using the rotational model of instruction. Students will be monitored using SRI and benchmark assessments and will be referred to the MTSS team for additional support if needed.

All students at Ocoee Middle School who scored a Level 1 on the 2014 FCAT Math test will be enrolled into an intensive math course to support core instruction. Teachers will use Math 180 and IXL to support the students in the core curriculum. Students will be monitored and referred for additional support to the MTSS team if needed.

The students will also be monitored in writing using OC Writes. Teachers will have access to the data through Performance Matters and will use the data to provide differentiated instruction to re-teach as needed.

Formative assessments are expected to be a part of daily instruction. Teachers will provide standards based instruction to include a learning goal and scale with evidence aligned to the scale. Teachers will monitor student progression to mastery of the standards.

As part of the Marzano Framework and OCPS Teacher Instructional Practice Score for the evaluation process, instruction will be monitored by administrators using informal and formal observations.

Feedback for the teachers will be given in up to 41 elements. In order for teachers to be considered effective, teachers must monitor for the desired effect of each strategy. This encourages teachers to use ongoing monitoring tools and formative assessments on a daily basis.

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: After School Program

Minutes added to school year: 1,440

Small group FSA Preparation Program to support reading and mathematics curriculum as well as test-taking strategies.

Strategy Rationale

The extra instruction will provide students with an opportunity to work in small groups to master specific skills in the area of reading and math.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rutherford, McKinsie, mckinsie.rutherford@ocps.net

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

Pre and post assessment results will be reviewed.

Strategy: After School Program

Minutes added to school year: 20,400

After School Zone is run by the Boys and Girls Club and provides a place for students to be after school. Students are able to complete homework and participate in enrichment opportunities based on their interests.

Strategy Rationale

The students benefit from being enrolled in the Boys and Girls Club because it is a supervised, positive, structured environment where students can be enriched in areas of interest. Some of the areas of interest are gaming, art, dance, and sports.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rutherford, McKinsie, mckinsie.rutherford@ocps.net

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

Enrollment and attendance is taken daily and monitored. Student attendance, student grades, and reduction in the amount of referrals can be used to measure the effectiveness of the program.

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

It is important for the students of Ocoee Middle School to feel comfortable when they arrive for school in the fall. To help with this transition, a team visits all of the feeder elementary school. Guidance counselors and teachers visit feeder elementary schools to lay the foundation of coursework and expectations at the middle school level as well as opportunities available. The students have the opportunity to register for classes. Students are also invited to tour the campus during the spring of their 5th grade year. During the summer, there is a tour for the students and parents that will be attending in the fall. During orientation night in August, students receive schedules and have the opportunity to meet their teachers.

To make the transition smooth for the 8th graders, there is a high school kick off held at the high school in the spring of their 8th grade year. The students are given an opportunity to tour the school. Students register for their freshman year while attending Ocoee Middle School so they will be ready for the fall.

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

Students participate in class activities that support post-secondary education and career planning. Guest speakers throughout the year (Teach-In, AVID) help to promote future opportunities for college and career readiness. Registration forms include rigorous classes that include earning high school credit. Individual student and team presentations are provided to guide students and their families in the decision-making process regarding course selections.

The AVID program allows the students to visit a college/university each year. The sixth graders visit University of South Florida for an engineering expo. Students in seventh grade visit the University of Central Florida and eighth graders visit the University of Florida. This allows students to get a taste of what a university campus encompasses.

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

Digital and STEM courses as well as our Agriscience class incorporates language arts, mathematics and the sciences into their curriculum content. Ocoee Middle School offers seven courses that allows students to earn high school credit and fast-track into more rigorous high school courses and beyond. Students are encouraged to pursue advanced coursework through virtual school options.

AVID is also offered to support learning and create connections to opportunities to post-secondary education and careers. Through deliberate planning, there has been an increase the number of students participating in the AVID program with a focus on under-represented populations. Students in the AVID program are administered the PSAT to provide students with exposure to the test and track their progress on the testing as they work towards the SAT. Students are also enrolled in regular Algebra 1 classes to provide additional opportunities for AVID students to access high school math classes. There is an increase in the rigor through tutorials and by implementing higher level questioning through Costas. Students participate in college campus field trips to develop an awareness of post-secondary opportunities.

The staff has participated in professional development on implementing AVID methodologies into all classes. To improve organizational strategies, all students are expected to keep a 3 inch binder and take Cornell notes. These strategies will increase their focus in the classroom and provide study materials for outside the classroom. Ocoee Middle School's AVID program supports academic rigor and promotes college readiness.

Students completing high school credit in middle school allows them to possibly complete basic high school requirements and take advantage of post-secondary classes in high school.

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

OMS has AVID students participate in college visits at each grade level to increase student awareness and to create a college going culture.

OMS participates in Teach In to provide students with exposure to a wide range careers in a more personal manner.

OMS students have the opportunity to earn high school credits in Algebra I Honors, Geometry Honors, Earth Space Science Honors, Physical Science Honors, Information Technology, Game and Simulations Foundations and Spanish I. Students on the Honors track could transition with 7 high school credits from Ocoee MS. The acceleration will allow them the option of taking higher level and more specialized curriculum in high school.

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

NA

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 will use the Instructional Framework to plan collaboratively in order to increase rigor, and thereby, student achievement. (Division Priority: Invest in Human Capital)

- G2.** Teachers will gain competency in writing rigorous, standards based formative assessments across all content areas to raise student achievement. (Division Priority: Accelerate student performance)

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 will use the Instructional Framework to plan collaboratively in order to increase rigor, and thereby, student achievement. (Division Priority: Invest in Human Capital) 1a

G072899

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	89.0
AMO Reading - All Students	74.0
AMO Math - All Students	76.0
AMO Reading - SWD	52.0

Resources Available to Support the Goal 2

- FSA Test Specifications are available to teachers.
- Professional development to provide more experience in deconstructing the standards.
- District has provided revised MTPs for teachers to develop rigorous learning goals and scales.
- Feedback is provided on the Instructional Framework every 3 weeks by administration and coaches.
- Teachers participated in online modules. Forty-three teachers focused directly on the Instructional Framework and standards based instruction.
- IMS
- Achieve 3000, Systems 44, and Read 180
- IXL for math
- Core curriculum

Targeted Barriers to Achieving the Goal 3

- Teachers have difficulty understanding and using the Florida Standards to collaboratively plan and increase rigor within the Instructional Framework.

Plan to Monitor Progress Toward G1. 8

Teachers will be observed by administration or coaches every 3 weeks and provided feedback in the appropriate design question.

Person Responsible

Mark Shanoff

Schedule

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

Evidence of Completion

Teachers will deliver instruction and be observed in design questions 3 and 4 more frequently.

Plan to Monitor Progress Toward G1. 8

Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating Marzano strategies.

Person Responsible

Mark Shanoff

Schedule

Weekly, from 9/24/2015 to 6/8/2016

Evidence of Completion

Read 180, Systems 44, Achieve 3000, lesson plans, i-Observation data, PLC notes and other form of formative and summative data will be reviewed.

G2. Teachers will gain competency in writing rigorous, standards based formative assessments across all content areas to raise student achievement. (Division Priority: Accelerate student performance) 1a

G072900

Targets Supported 1b

Indicator	Annual Target
Algebra I EOC Pass Rate	89.0
AMO Reading - All Students	74.0
AMO Math - All Students	76.0
AMO Reading - SWD	52.0

Resources Available to Support the Goal 2

- Master schedule has been modified to include collaborative planning for teachers.
- Administrators and coaches have participated in inter-relater reliability.
- Professional development has been initiated in the past year to focus on specific elements of the Instructional Framework, which should help teachers with lesson planning.
- Two teachers were facilitators for the online class.
- Thirty-eight teachers completed the "Advancing the Core" online module.
- Five teachers completed the "Getting to the Core" online module.
- IMS

Targeted Barriers to Achieving the Goal 3

- There are lack of resources and alignment to the Florida Standards.

Plan to Monitor Progress Toward G2. 8

Monitor the percentage of students progressing toward proficiency and becoming proficient across content areas according to formative assessments that align with the standards.

Person Responsible

Mark Shanoff

Schedule

Weekly, from 8/27/2014 to 6/5/2015

Evidence of Completion

Formative and summative assessment data and Florida state standards

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 will use the Instructional Framework to plan collaboratively in order to increase rigor, and thereby, student achievement. (Division Priority: Invest in Human Capital) **1**

 G072899

G1.B1 Teachers have difficulty understanding and using the Florida Standards to collaboratively plan and increase rigor within the Instructional Framework. **2**

 B190326

G1.B1.S1 Professional development in the area of deconstructing standards and developing learning goals, targets, and activities that align to the standard. **4**

 S201719

Strategy Rationale

Teachers will have an understanding of what to teach and how to teach the standards through this process.

Action Step 1 **5**

Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process.

Person Responsible

McKinsie Rutherford

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Collaborative team notes, unit plans, sign in sheets and agendas

Action Step 2 5

Teachers will plan standards based instruction with emphasis in design question 3 and 4.

Person Responsible

Mark Shanoff

Schedule

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

Evidence of Completion

Feedback to teachers in iObservation and unit plans.

Action Step 3 5

The leadership team will conduct i-Observations and provide teachers feedback as it relates to learning goals and scales aligned to the standard.

Person Responsible

Mark Shanoff

Schedule

Weekly, from 9/7/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers and lesson plans

Action Step 4 5

Instructional coaches will provide modeling and side-by-side coaching to struggling teachers. Teachers will have the opportunity to conduct peer observation as it relates to standards based learning goals and evidenced scales.

Person Responsible

McKinsie Rutherford

Schedule

Weekly, from 9/24/2015 to 6/8/2016

Evidence of Completion

Peer observation logs and coach's log

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

Professional development is taking place and teachers are in attendance. Teachers are collaborating and creating standards based lessons.

Person Responsible

McKinsie Rutherford

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Sign in sheets, Moodle pages, videos of PD, unit plans

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

Classroom walkthrough data will be reviewed and discussed in Core Team.

Person Responsible

Mark Shanoff

Schedule

Every 2 Months, from 8/24/2015 to 6/8/2016

Evidence of Completion

i-Observation data, core team notes

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

Teachers unit plans and collaborative meeting notes will be reviewed on a weekly basis. Through i-Observation data and feedback to teachers, teachers will be embedding standards based lessons through delivery and align tasks to the standard.

Person Responsible

Mark Shanoff

Schedule

Weekly, from 9/30/2015 to 6/10/2016

Evidence of Completion

Collaborative meeting notes, unit plans, participation in professional development via sign in sheets, data in i-Observation, core team notes and assessment data will be monitored.

G2. Teachers will gain competency in writing rigorous, standards based formative assessments across all content areas to raise student achievement. (Division Priority: Accelerate student performance) 1

G072900

G2.B3 There are lack of resources and alignment to the Florida Standards. 2

B190333

G2.B3.S1 Professional development will be offered on creating formative assessments which will align to the Florida Standards. 4

S201721

Strategy Rationale

Teachers will be able to measure how students perform on each standard and monitor progress.

Action Step 1 5

Professional development will be offered in the area of writing formative assessments and using Moodle to create FSA type questions.

Person Responsible

McKinsie Rutherford

Schedule

Quarterly, from 8/26/2015 to 6/8/2016

Evidence of Completion

Unit plans with data, data through Moodle, data sent to administrators, sign-in sheets and agendas.

Action Step 2 5

Professional Development on formative assessment (Cassie Erkens)

Person Responsible

Samuel Davis

Schedule

Monthly, from 9/3/2015 to 6/8/2016

Evidence of Completion

Attendance at professional development/ teachers who attend will report back to staff and train staff during PLCs, agendas and sign-in sheets.

Action Step 3 5

The leadership team will conduct i-Observations and provide teachers feedback as it relates to implementation of formative assessments.

Person Responsible

Mark Shanoff

Schedule

Weekly, from 9/14/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers, lesson plan reviews and assessment data

Action Step 4 5

Teachers will work in their PLCs to continue to plan formative assessments and use formative assessment data to reteach.

Person Responsible

Mark Shanoff

Schedule

Weekly, from 9/14/2015 to 6/8/2016

Evidence of Completion

PLC meeting notes, lesson plan reviews and assessments

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

The leadership team will monitoring formative assessment questions on Moodle.

Person Responsible

McKinsie Rutherford

Schedule

Biweekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

formative assessments, unit plans and collaborative notes

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Participants will report back from PD and present to faculty.

Person Responsible

McKinsie Rutherford

Schedule

Quarterly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Sign in sheets and agendas

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The leadership team will monitor formative assessments and discussing in core team the delivery and data from the assessments.

Person Responsible

Mark Shanoff

Schedule

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

Evidence of Completion

formative assessments, core team meeting notes, collaborative notes and student assessment data

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Monitor collaborative notes for follow through on creating formative assessments

Person Responsible

McKinsie Rutherford

Schedule

Monthly, from 9/14/2015 to 6/8/2016

Evidence of Completion

core team notes, collaborative team notes

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	Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process.	Rutherford, McKinsie	8/24/2015	Collaborative team notes, unit plans, sign in sheets and agendas	6/8/2016 quarterly
G2.B3.S1.A1	Professional development will be offered in the area of writing formative assessments and using Moodle to create FSA type questions.	Rutherford, McKinsie	8/26/2015	Unit plans with data, data through Moodle, data sent to administrators, sign-in sheets and agendas.	6/8/2016 quarterly
G1.B1.S1.A2	Teachers will plan standards based instruction with emphasis in design question 3 and 4.	Shanoff, Mark	8/24/2015	Feedback to teachers in iObservation and unit plans.	6/8/2016 every-3-weeks
G2.B3.S1.A2	Professional Development on formative assessment (Cassie Erkens)	Davis, Samuel	9/3/2015	Attendance at professional development/ teachers who attend will report back to staff and train staff during PLCs, agendas and sign-in sheets.	6/8/2016 monthly
G1.B1.S1.A3	The leadership team will conduct i-Observations and provide teachers feedback as it relates to learning goals and scales aligned to the standard.	Shanoff, Mark	9/7/2015	i-Observation data and feedback to teachers and lesson plans	6/8/2016 weekly
G2.B3.S1.A3	The leadership team will conduct i-Observations and provide teachers feedback as it relates to implementation of formative assessments.	Shanoff, Mark	9/14/2015	i-Observation data and feedback to teachers, lesson plan reviews and assessment data	6/8/2016 weekly
G1.B1.S1.A4	Instructional coaches will provide modeling and side-by-side coaching to struggling teachers. Teachers will have the opportunity to conduct peer observation as it relates to standards based learning goals and evidenced scales.	Rutherford, McKinsie	9/24/2015	Peer observation logs and coach's log	6/8/2016 weekly
G2.B3.S1.A4	Teachers will work in their PLCs to continue to plan formative assessments and use formative assessment data to reteach.	Shanoff, Mark	9/14/2015	PLC meeting notes, lesson plan reviews and assessments	6/8/2016 weekly
G1.MA1	Teachers will be observed by administration or coaches every 3 weeks and provided feedback in the appropriate design question.	Shanoff, Mark	8/24/2015	Teachers will deliver instruction and be observed in design questions 3 and 4 more frequently.	6/8/2016 every-3-weeks
G1.MA2	Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating Marzano strategies.	Shanoff, Mark	9/24/2015	Read 180, Systems 44, Achieve 3000, lesson plans, i-Observation data, PLC notes and other form of formative and summative data will be reviewed.	6/8/2016 weekly
G1.B1.S1.MA1	Teachers unit plans and collaborative meeting notes will be reviewed on a weekly basis. Through i-Observation data and feedback to teachers, teachers will be embedding standards based lessons through delivery and align tasks to the standard.	Shanoff, Mark	9/30/2015	Collaborative meeting notes, unit plans, participation in professional development via sign in sheets, data in i-Observation, core team notes and assessment data will be monitored.	6/10/2016 weekly
G1.B1.S1.MA1	Professional development is taking place and teachers are in attendance. Teachers are collaborating and creating standards based lessons.	Rutherford, McKinsie	8/24/2015	Sign in sheets, Moodle pages, videos of PD, unit plans	6/10/2016 quarterly
G1.B1.S1.MA2	Classroom walkthrough data will be reviewed and discussed in Core Team.	Shanoff, Mark	8/24/2015	i-Observation data, core team notes	6/8/2016 every-2-months
G2.MA1	Monitor the percentage of students progressing toward proficiency and	Shanoff, Mark	8/27/2014	Formative and summative assessment data and Florida state standards	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	becoming proficient across content areas according to formative assessments that align with the standards.				
G2.B3.S1.MA1	The leadership team will monitor formative assessments and discussing in core team the delivery and data from the assessments.	Shanoff, Mark	8/24/2015	formative assessments, core team meeting notes, collaborative notes and student assessment data	6/8/2016 weekly
G2.B3.S1.MA4	Monitor collaborative notes for follow through on creating formative assessments	Rutherford, McKinsie	9/14/2015	core team notes, collaborative team notes	6/8/2016 monthly
G2.B3.S1.MA1	The leadership team will monitoring formative assessment questions on Moodle.	Rutherford, McKinsie	8/24/2015	formative assessments, unit plans and collaborative notes	6/10/2016 biweekly
G2.B3.S1.MA3	Participants will report back from PD and present to faculty.	Rutherford, McKinsie	8/24/2015	Sign in sheets and agendas	6/10/2016 quarterly

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 will use the Instructional Framework to plan collaboratively in order to increase rigor, and thereby, student achievement. (Division Priority: Invest in Human Capital)

G1.B1 Teachers have difficulty understanding and using the Florida Standards to collaboratively plan and increase rigor within the Instructional Framework.

G1.B1.S1 Professional development in the area of deconstructing standards and developing learning goals, targets, and activities that align to the standard.

PD Opportunity 1

Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process.

Facilitator

Collaborative Leaders, Core Team

Participants

All Faculty

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

G2. Teachers will gain competency in writing rigorous, standards based formative assessments across all content areas to raise student achievement. (Division Priority: Accelerate student performance)

G2.B3 There are lack of resources and alignment to the Florida Standards.

G2.B3.S1 Professional development will be offered on creating formative assessments which will align to the Florida Standards.

PD Opportunity 1

Professional development will be offered in the area of writing formative assessments and using Moodle to create FSA type questions.

Facilitator

Jeff Gallup

Participants

All Faculty

Schedule

Quarterly, from 8/26/2015 to 6/8/2016

PD Opportunity 2

Professional Development on formative assessment (Cassie Erkens)

Facilitator

OCPS district coaches and consultant

Participants

Selected teachers, administrators, coaches

Schedule

Monthly, from 9/3/2015 to 6/8/2016

Budget

Budget Data

1	G1.B1.S1.A1	Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process.				\$5,550.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	140-Substitute Teachers	0342 - Ocoee Middle	General Fund		\$5,550.00
Notes: Subs will be provided for teachers to collaboratively plan together.						

Budget Data

2	G1.B1.S1.A2	Teachers will plan standards based instruction with emphasis in design question 3 and 4.	\$0.00
3	G1.B1.S1.A3	The leadership team will conduct i-Observations and provide teachers feedback as it relates to learning goals and scales aligned to the standard.	\$0.00
4	G1.B1.S1.A4	Instructional coaches will provide modeling and side-by-side coaching to struggling teachers. Teachers will have the opportunity to conduct peer observation as it relates to standards based learning goals and evidenced scales.	\$0.00
5	G2.B3.S1.A1	Professional development will be offered in the area of writing formative assessments and using Moodle to create FSA type questions.	\$0.00
6	G2.B3.S1.A2	Professional Development on formative assessment (Cassie Erkens)	\$0.00
7	G2.B3.S1.A3	The leadership team will conduct i-Observations and provide teachers feedback as it relates to implementation of formative assessments.	\$0.00
8	G2.B3.S1.A4	Teachers will work in their PLCs to continue to plan formative assessments and use formative assessment data to reteach.	\$0.00
Total:			\$5,550.00