

Orange County Public Schools

# Apopka Middle



2015-16 School Improvement Plan

## Apopka Middle

425 N PARK AVE, Apopka, FL 32712

[www.ocps.net/lc/north/map](http://www.ocps.net/lc/north/map)

### School Demographics

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

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	70%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	B	C	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	<a href="#">Ella Thompson</a>
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

To create a nourishing learning environment, it is imperative for our teachers and other school staff to become familiar with the culture and customs of the various ethnic backgrounds of students on campus. In order to assist our teachers and staff in developing an understanding and appreciation for our students, we have the following processes and practices in place:

- Professional development for teachers on the behavior and mindset of middle school students.
- Teachers are aware of holidays and create awareness of differences between students by creating a comfortable classroom environment.
- Bilingual paraprofessional for students who are not native English speakers for assistance when testing and participating in other class activities.
- Translation is provided for parents and teachers during parent conferences where we learn about students from their families.
- Professional Development in teaching strategies for teaching limited English proficient students in the areas of math and other core subjects.
- Professional Development in Cultural awareness for teachers and other staff members which includes: general behaviors of Limited English Proficient students at each stage of language acquisition; an understanding of social etiquette like proximity and hand gestures when speaking; the cultural norms of the students in our school; and the acculturation of newcomers to our school.
- Restorative Justice practices are being implemented as a part of our discipline procedures in order to focus on rebuilding relationships that have been damaged by an incident.

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

Apopka Memorial Middle School keeps our students safety in mind at all times. Maintaining a safe and secure learning environment is our top priority. Our students form relationships with their teachers and can talk to them about anything at anytime. In addition to the teachers, these are the ways we create an environment conducive to learning.

Before school:

- Teachers on duty in the hallways and strategic places on campus
- Students report to cafeteria where they are supervised until the first bell
- School Resource Officer is on campus and available to assist where needed

During school:

- Teachers on duty at the door/entry to the classrooms
- Administrators and support school team members are stationed for duty at various areas throughout the campus
- Teachers with a planning period are stationed at the stairwells



- Counselors, Deans, Administrators, Safety Coordinator are available to assist in classrooms where needed
- School Resource Officer is on campus and available to assist where needed

After School:

- Administrators and support school team members are stationed for duty at various areas throughout the campus
- School Resource Officer is on campus and available to assist where needed

Additionally, we have after school programs/clubs that provide a positive environment where students can build their social and emotional skills alongside adults whom they trust. These programs are where they learn to work well with others and communicate effectively, understanding how to deal with challenging situations productively, and make sound and thoughtful decisions themselves. These after school programs/clubs help students gain the competencies that will serve them well as they move through life. They provide activities that can build off the lessons students learning during the school day, help children further explore their interests, and have an outlet to express themselves, employ staff who fulfill the role of mentors, and offer support that raises student confidence in their current and future abilities. Some of the clubs and programs we offer include the Boys and Girls Club, Debate Club, Drama Club, BETA Club, Fellowship of Christian Athletes, Future Farmers of America, Interact Club, National Jr. Honor Society, STEM Council, Student Government Association, Chess Club, Monopoly Club, Battle of the Books Team, Basketball (Boys and Girls), Soccer (Boys and Girls), Track (Boys and Girls), and Volleyball (Boys and Girls).

**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**

AMMS has established a series of rules and expectations that have been implemented school wide. Teachers received posters outlining each rule, and have them displayed in their classrooms. Additionally, teachers were asked to generate Classroom Management Plans within their Professional Learning Communities, outlining behavioral and classroom procedures, in order to keep these procedures unified within the grade level subjects.

Furthermore, grade level deans coordinated discipline seminars, conducted for each grade level. Deans reviewed the Orange County Public School's Code of Conduct with students, and reviewed procedures that will ensure student success, while reinforcing expectations. The deans outlined consequences with students, reviewing the four levels of infractions and the necessary interventions correlating with each.

Grade levels deans met with teachers during pre-planning and outlined a sequence of steps teachers must follow in order to write a discipline referral for a student. Teachers were given a series on intervention strategies they must employ before writing a discipline referral. Deans and Grade Level Administrators reviewed the new District initiative of Restorative Justice which provides an alternative to in/out of school suspensions for at risk students. This procedure is acknowledged school wide.

During the 2015-2016 school year, we will be implementing CHAMPS as a school wide model. Teachers will attend training and begin implementing these processes in their classrooms this school year.

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

The OCPS Comprehensive Guidance Program is both preventative and proactive in its focus and supports the district goal that each student will acquire the skills, attitudes and knowledge necessary to reach full potential. Credentialed school counselors provide guidance curriculum to groups of students, such as transition services for 6th and 8th graders and career planning. Counselors may work with students individually as well as with parents, teachers, and staff. Students with social and

emotional needs that require outside intervention are referred to the appropriate community resource in consultation with parents.

The SAFE Coordinator facilitates OCPS SEDNET therapeutic resources. Homeless students are served through the McKenney-Vento Program. The SAFE Coordinator is the liaison for students in foster care, those involved in the Juvenile Justice System and the Department of Children and Families. Clothing is provided to students in need through Kids Closet. Free eye exams and glasses can be provided for needy students as well. Our school maintains a food pantry for families who may need food assistance.

Mentoring is organized through the Behavioral Leadership Committee which is a part of the District's Minority Achievement Office. Mentors are teachers here on staff who have volunteered to promote social and emotional support to students. Our school also provides our Exceptional Education students who need it, a Social Personal course as part of their academic curriculum which teaches social and coping skills.

### 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

Apopka Memorial Middle School has established the early warning system through the use of our Multi-Tiered System of Support (MTSS) committee. This committee will meet at least monthly (more if necessary) to review and track data on our targeted students and make instructional decisions or changes in their daily schedule as needed. Teachers can complete a referral form and submit it to the committee to review and add students to the targeted list for assistance and tracking. Students can be referred for academic or behavioral concerns. The committee will also actively seek out students who are struggling by reviewing school wide data on a regular basis in the following areas: attendance, discipline referrals, quarterly grades, and standardized tests scores. We also take parent requests for assistance.

#### 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	65	60	60	185
One or more suspensions	45	76	64	185
Course failure in ELA or Math	14	33	10	57
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	26	35	22	83

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

AMMS has employed a series of intervention strategies in order to improve the academic performance of students identified by the early warning system. The MTSS committee will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The committee will coordinate with the Department Leaders Team as well as maintain communications with the School Advisory Council.

Conferences with the parents of the student are always the first intervention strategy. A student's success is a partnership between the school and the home. Information and coordination with the parents is a necessary part of the intervention process.

Teachers are also part of the process and will meet in grade level Professional Learning Communities (PLCs) weekly and in department PLCs once a month to engage in the following activities: Review of recent data to link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding standards and those who are at moderate risk or at high risk for not meeting standards; plan intervention delivery through small group instruction or computer based programs; and plan units of instruction. Based on the above information, the PLC will identify professional development and resources they may need to assist them and communicate that information to the instructional coaches and CRT. The PLC will also identify students to refer to the MTSS committee for further assistance.

A mentor list was created by the MTSS committee to find a teacher-mentor for students with multiple suspensions. Teachers assisted these students with any needs they had, and tracked their behavior and grades. Students are also offered a variety of courses that support their unique needs. AMMS has both Learning Strategy classes and small group instruction with reading and math coaches. These courses support their needs and improve their academic performance. Our school social worker also works with families of students with multiple absences. She can help with needed services and set up academic plans for students who are medically fragile and miss days due to illness. Students who are failing core classes have course recovery options as well as tutoring and small group assistance from the classroom teacher. Students who have behavioral needs are assisted with individualized behavior plans and tracking forms. Our district behavior coach is consulted as needed for additional strategies.

## 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**

Our school parent organizations have an overall goal to promote a safe learning environment where students, parents, teachers and administrators work together to promote student achievement and responsible citizenship. Parents are encouraged to get involved with the school and support their child's education however they can. We offer parent committees to join (PTSA, SAC, PLC), parent workshops, school wide events and activities, teacher conferences, and volunteer opportunities. We believe when students know their parents are involved and care deeply about their education, they will achieve at higher levels.

We have the following activities and opportunities for parents to be involved with our school and their child's education: report cards and assessments data discussed at parent conferences; FSA Parent

Information Night; Open House; Curriculum Night; School Advisory Committee; Parent, Teacher, Student Association; Future Farmers of America Meetings; Parent Leadership Council for parents of LEP students; weekly announcements and reminders (phone, email and text) via our district automated phone system; Restorative Justice circles to address behavioral concerns; access to progressbook, Schoology, Moodle and other classroom websites; and child study team meetings or intervention meetings with the MTSS team.

**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**

Our SAFE Coordinator and our school social worker have partnerships with many community organizations such as the Hope Community Center, Loaves and Fishes food pantry, The Love Pantry and Kids Closet. We work with local organizations to provide assistance to families when they need it: food pantry, clothes, presents at the holidays, holiday meals, bus passes, and other help as needed. Our school participates in Teach In every year and brings in guest speakers from the community to talk to the students about their jobs and professions. This is a great way to get our community members into the school and allow them to see the students in a different environment. We have a teacher who sits on the Education Committee for the City of Apopka. She attends the meetings and brings our school needs to the attention of the community members who sit on this committee. Our school is a member of the Apopka Area Chamber of Commerce and their members are responsive to needs we may have as well. Our School Board member also lives in the community and works on our behalf to secure campus beautification items like mulch and plants.

**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
Pelletier, Kelly	Principal
Duncan, Kevin	Assistant Principal
Pearce, Hollie	Instructional Coach
Collins, Marcus	Dean
Hearn, Theresa	Assistant Principal
Rideout, Heather	Instructional Coach
Gentile, Lissette	Dean

**Duties**

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

The function and responsibility of each team member is as follows:  
Principal and Assistant Principals : Provides a common vision for the use of data-based decision making; supervision, evaluation and coaching of all instructional personnel; manage and maintain all school facilities; ensure the safety and security of all staff and students; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and enrichment activities as well as collecting documentation;

ensures adequate professional development to support core instruction and implementation of new programs or curriculum; collaborate with the Professional Learning Communities to gain input and suggestions from the teachers; and communicates with parents regarding school-based plans and activities.

Instructional Coaches and CRT: Develops, leads, and evaluates school core curriculum 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 screening assessments that provide data; assists in the design and implementation for progress monitoring, data collection, and data analysis; supports all new teachers and serves as the instructional coach for alternative certification teachers; manages and coordinates volunteers to assist in the classrooms; participates in the design and delivery of professional development; and provides support for implementation monitoring of all programs and curriculum.

Deans: Develop, support and monitor our school wide discipline plan; develop a school wide student motivational program; monitor and analyze the discipline data on a regular basis; coordinate the Behavior Leadership Team; serve as the liaison between the Minority Achievement Office and the school's Behavior Leadership Team; observe in classrooms in order to offer suggestions to teachers on classroom management plans; communicate with parents and students on a regular basis in regards to behavior and behavioral concerns; and uphold our district's Student Code of Conduct.

***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***

AMMS plans for the programs we have in place to ensure our students are gaining the academic and enrichment skills they need to be successful in high school and beyond. This planning starts with our school budget every year and making sure we have the funds to hire the necessary teachers to maintain the programs and courses for our students. We have AVID, STEM, band, orchestra, chorus, Spanish, art, and agriculture. Annually, we analyze our school data and plan the master schedule to meet the needs of the students. We will add math or reading classes and also make sure we are offering enough electives to keep the students enriched in non-academic areas.

At AMMS, the early warning system is run through the MTSS team which is comprised of administrators, resource teachers, social worker, school psychologist, behavior coach and teachers. The team meets once a month to discuss academic and behavioral concerns, to make a plan for the students and decide what data needs to be collected and reviewed. This may involved tutoring after school, course recovery, sending in a paraprofessional to assist in the classroom, or changing a student's schedule.

Coordination of Programs:

Title I, Part C- Migrant: The school will work with the Migrant education district office to coordinate and fund services for our migrant students. Our Migrant advocate will support students and their families with wrap around services. Our migrant advocate works with students on academic weaknesses and communicates with parents regularly including home visits.

Title II: AMMS does not receive any direct funds from Title II. Title II money from the district level benefits our school by paying for substitutes so that teachers can attend a variety of content area staff development programs organized by the district.

Title III: AMMS benefits from Title III money through our district Multilingual Services Department. We have a resource teacher assigned to our school to assist teachers and our ESOL compliance teacher with planning and instructing our Language Learners.

Title X- Homeless: Our school works with the Orange County Public Schools Homeless department to make sure we are providing services to any of our students who may become homeless. These services include free breakfast and lunch, busing to and from their temporary accommodations to our

school, and other services as needed. Our school homeless coordinator and our registrar work with families who may find themselves in need of this assistance. We also identify families through their responses on the Student Residency Questionnaire which is sent home twice a year and is also included in our registration packet. AMMS participates in the McKinney-Vento Program. The McKinney-Vento Program also assists families in need with school supplies, shelter, transportation, and other school/home related necessities.

Supplemental Academic Instruction (SAI): Our school uses the SAI money for an additional Reading classroom teacher and the remaining funds will be used to purchase additional teachers for summer school programs. During the summer we can offer support classes for our level 1 and 2 students in reading and mathematics to build basic skills. Our plans for this program will be coordinated through the district office.

Violence Prevention Programs: We have discipline deans for each grade level and they work directly with the students and parents on discipline related issues. Each dean counsels students and can refer them to the SAFE Coordinator as needed or conducts a Restorative Justice circle. The deans meet with students in small groups for character education, goal setting and violence prevention. They make use of no contact contracts, parent communication and teacher classroom assistance to prevent issues from escalating. Our SAFE Coordinator can offer assistance to families in a variety of ways including counseling services, bully prevention, and Back on Track programming. Deans and Grade Level Administrators participate in the new District initiative of Restorative Justice which provides an alternative to in/out of school suspensions for at risk students. We have a School Resource Officer on campus everyday and he assists with violence prevention education of students and parents as well.

Nutrition Programs: Our school nurse works with the district nurse to coordinate hearing and other wellness screenings, dental and vision, and family assistance as needed. Our teachers incorporate health and nutrition topics as part of the regular curriculum including the food pyramid, smoking and drugs, alcohol, human body education, dental care, wellness and exercise. We have a school Wellness committee who work to develop a plan for us every year to address our faculty and student programs. The wellness committee also works with our cafeteria manager to promote healthy eating habits like eating breakfast everyday.

Adult Education: We educate our parents in a variety of ways through committees, interest sessions, and parent workshops.

Career and Technical Education (CTE) Programs: Our school offers a variety of CTE courses including: Foundations of Agriculture, Fundamentals of Agriculture, Medical Skills and Services, Health, and two STEM classes. We have coordinated our CTE programs with our feeder high school and receive support from the district Technical Education department. We have received Perkins Grant funds for our STEM academy initiatives: Aquaphonics, Medical Skills and Project Lead the Way.

## School Advisory Council (SAC)

### Membership:

Name	Stakeholder Group
Kelly Pelletier	Principal
Lois Davies	Education Support Employee
Anne Leatherbarrow	Teacher
Valerie Kennon	Education Support Employee
Kathleen Bean	Parent
Jane Rigali	Parent
April Cooke	Parent
Monica Gibbs-Godfrey	Parent
Lisa Turner	Parent
Katherine Pickels	Teacher
Lisette Gentile	Teacher
Jodi Perez	Parent
Carmen Benitez	Parent
Carrie Bellemore	Parent
Brian Barnes	Parent
Angela Scott	Parent
Dana Williams	Parent
Maria Smith	Parent
Maureen Smith	Parent
Christine Hutchinson	Parent
Denean Harbin	Parent
Tyrone Greene	Business/Community
Elizabeth Torres Quiles	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 Advisory Council met on a monthly basis in the evening in the Media Center of AMMS. The main purpose of the School Advisory Council was to evaluate and monitor and our School Improvement Plan. The School Advisory Council discussed curriculum materials and issues related to the School Improvement Plan's academic goals. The School Advisory Council also voted on the expenditures of School Improvement funds. The committee reviewed student data each month so they could see how we were progressing toward our academic goals. The committee also reviewed the school effectiveness survey results and made suggestions on how we could improve next school year. The members of the committee also received training through conferences, discussions, analyzing data and learning about all the curriculum we use at AMMS.

At the conclusion of the 2014-2015 school year, the committee reviewed the goals from last year's plan and we discussed whether we had accomplished the goals we had developed. We decided to carry over the goals we have still not achieved and continue to work on them this year.

### *Development of this school improvement plan*

The School Advisory Committee reviewed the academic data for the 2014-2015 school year, along with the results of the school effectiveness survey. Discussion was held with the committee about our available school data, the parts of our SIP from last year that were not achieved and the areas where we need to improve for the next school year. Programs, curriculum and budget decisions were reviewed and feedback given by the committee members. All of the data that is included in this SIP was reviewed and discussed. The problem-solving process was described and our goals agreed upon with the committee.

Teacher input on the new SIP was also gathered during pre-planning, before the school year started. Each Professional Learning Community (PLC) was asked to think about how their team can support our school goals and set a goal for their PLC.

#### *Preparation of the school's annual budget and plan*

The School Advisory Committee serves in an advisory role each year when the school budget is discussed and they have to help decide how the school recognition money will be spent (if the school receives these funds). They will give input into the decisions of where we need to put our emphasis and money for the next school year.

When the projected budget is received in March, the Principal will review it with the SAC and also with the faculty. The money available in the general budget is described as well as the categorical budgets. The master schedule will be shared so the committee will know how many teachers we need to purchase to continue to offer the courses and programs we currently have in place. Input and feedback is appreciated and taken into consideration when decisions are made.

The SAC will often vote to fund some of the items the school would like to have for the new school year. The committee does not receive new funds each year in the annual budget, but there are some roll over funds and distributions from the state occasionally.

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

The school did not receive any additional SIP funds this year in the annual budget. We do have funds that rolled over from last year and will spend them based on school needs.

The school improvement budget for this school year is \$11,254.78.

The budget will be spent in a variety of ways. One of the ways we spend the money is on funding for mini-grants for teacher projects. Teachers will write a proposal and submit it to the committee. Individual grants will be limited to \$200.00 each. Total budget for mini-grants is \$4,000. Also, the committee will look at any small budget technology needs like class sets of student responders that can be checked out for classroom use, or common core resources that can be shared within a department. Total budget is \$2000 for these small budget items based on department needs. Also, the committee usually funds the cost of subscriptions to classroom instructional tools like BrainPop and Flocabulary. The budget for these subscriptions is \$4,500. Any remaining money will roll over into next years budget.

#### ***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
Pelletier, Kelly	Principal
Duncan, Kevin	Assistant Principal
Pearce, Hollie	Instructional Coach
Mirizio-Moody, Nicole	Teacher, ESE
Rideout, Heather	Instructional Coach
Nelson, Anne	Instructional Media
Hearn, Theresa	Assistant Principal
Alequin, Sharon	Instructional Coach
Benjamin-Walker, Lima	Teacher, K-12
Donlon, Laura	Teacher, K-12
Renard, Constance	Teacher, K-12
Gentile, Lissette	Dean

## Duties

### ***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team meets monthly (or more often as needed) to discuss school wide literacy issues or projects. They are the decision makers for how our Seahawk Reader incentive program works; what school wide projects we will undertake during the school year; they organize and facilitate parent nights; work with the Media Specialist on Book Fair events and promotion; work with the MTSS team to monitor the data on our Tier 1, 2 and 3 programs and give suggestions as needed; attend the SAC meetings to keep the committee updated on school initiatives; serve as the liaison to the grade level teams/departments and communicate ideas and initiatives back to the teachers.

Major initiatives of the LLT include: planning and coordinating a school wide curriculum night that will highlight all curriculum areas and inform parents how they can assist in their child's education; focus on instructional strategies to increase the rigor of activities and assignments in all classrooms. This initiative will include implementing Close Reading lessons into all subject areas; review data collected on our core curriculum areas to see how closely we are meeting the 80% expectation (OCPS Standard results and unit assessments); discuss and implement changes to core instruction based on the data; give suggestions to the MTSS team; implement small group instruction within the classroom structure to give differentiated assistance to students who are struggling or need to be challenged.

## 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**

At Apopka Memorial Middle School teachers work in common grade level and curriculum area Professional Learning Communities (PLC's). Teachers meet with their PLC to plan and make instructional decisions based on student data and state standards. Teachers within a PLC are given a common planning period and meet as needed to accomplish the following tasks. They must look at the Scope and Sequence and Measurement Topic Plan (MTP) provided by the district to find the essential standards to be taught in a specific unit. They use the standards, the learning goal and scale provided and compare that to the item specifications for the course EOC to determine exactly what students need to know, how it will be assessed and to what depth of knowledge they need to reach for each standard. Teachers design a common unit assessment that will allow students to demonstrate their mastery of the

targeted standard. Next teachers design a common focus calendar with daily learning targets and formative assessments that will allow students to reach the goals on the common assessment in the suggested time frame from the scope and sequence. Each PLC meets with their assessing administrator between each unit to discuss the data from the common assessment, instructional decisions that were made based on the student data, and to review the unit assessment and focus calendar for the next unit.

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

The following are the strategies and practices in place at Apopka Memorial Middle to support our teachers.

We open our campus to college interns and volunteers allows us to promote our campus environment and let pre-service teachers know what our school can offer them as teachers.

All interviews for open teaching positions are conducted with a committee of teachers and staff to ensure the prospective new teacher will fit with our school needs and the grade level/departmental needs.

Another purpose of the committee is so the prospective new teacher gets to meet the teachers on staff they would be working with if they were to join our school. Interview questions are standard for every applicant so that we can compare their answers to our identified needs.

Once we have hired a new teacher, AMMS has an established teacher mentoring program. Our curriculum resource teacher meets with new teachers (new to teaching, new to AMMS and new to OPCS) once a month to provide school specific training and classroom management ideas.

All new teachers are also assigned mentors: experienced teachers who meet with them on a daily basis to answer any questions and to provide guidance. Our curriculum resource teacher and mentors are available to answer any questions and to help them complete their New Teacher Competencies.

The goal at AMMS is to train and retain our teachers through continuous support and professional development. Additionally, all teachers are provided with many opportunities to attend professional development training at the district, the school, and at professional conferences throughout the year.

Our teachers work in Professional Learning Communities to promote collaboration and collegial support as well as to analyze data in order to achieve student academic and behavioral success. Grade level subject areas have common planning time and work in their PLC to create common lessons and assessments. Teachers are also given a grade level planning day each semester to work on unit plans and review student data.

The teachers are recognized for contributing to the positive school learning environment through our "Bricks of Excellence" program. On a monthly basis, teachers are awarded a lego brick with a card describing the actions or behaviors that have contributed to our students achievement and to our school improvement.

The school climate includes opportunities for teachers to participate in activities outside of the school day together in order to build personal relationships and increase the feeling of belonging to Apopka Memorial Middle.

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

New teachers to AMMS were invited to attend a welcome orientation one day prior to pre-planning. The curriculum resource/instructional coach designed a professional development that helped new teachers acclimate to the school culture and to help develop a common language. Former new teachers were in attendance to answer questions and to help familiarize new teachers with the day to day procedures.

The new teachers will participate in the following: welcome lunch during pre-planning week; monthly new teacher PLC meetings; collaboration during PLC's; meeting one-on- one as needed. The mentor will assist with school specific happenings, planning curriculum, modeling and coaching on teaching strategies and providing job embedded professional development. The mentor will be available to model, observe, and deliver side by side coaching with instructional strategies.

Our new teacher's and their mentors were paired based on the described rationale.

Patricia Green was selected to mentor Maria Beltre who is in her first few years of teaching and our part

time beginning Spanish teacher. Patty was chosen as her mentor because she is the elective PLC teacher leader and will be able to keep Maria up to date on any information she may miss considering her part time status.

Ryan Morris was selected to mentor Alice Farmer who is in her first year of teaching. Ryan and Alice are both on the 8th grade science PLC and Ryan has demonstrated good understanding of the Marzano framework as well as the lesson plan template that we are asking teachers to use when planning. He is also the PLC leader for the 8th grade science team.

Duncan Sikes was selected to mentor Kaitlin Haun who is in her first year of teaching. Duncan and Kaitlin both teach Agriculture at AMMS and will share a common planning period. Since Duncan is familiar with the program and curriculum as well the Marzano framework he was a good match for Kaitlin.

Sharon Alequin was selected to mentor Carol Sandusky who is in her first year of teaching. Sharon is our reading coach and Carol will be teaching intensive reading this year. Sharon will be leading the PLC and is the natural mentor for a new reading teacher at AMMS.

Jeffrey Bednar was selected to mentor both James Leslie and David Mole. Both James and David both have less than three years of teaching experience and will be teaching 8th grade US history. Although Jeffrey Bednar is the PLC teacher leader for the Civics PLC he comes to us with a wealth of experience as a mentor. We believe he will be the best source for these two new teachers to go to within the social studies department.

Jessica Schweitzer was selected to mentor Krista Delong who is in her first year of teaching. Krista is teaching our drama classes this year and Jessica was our former drama teacher who is now the PLC lead teacher for our 8th grade ELA PLC. Jessica was chosen because she is most familiar with the drama standards and as an experience teacher at AMMS she is familiar with the Marzano framework.

Connie Renard was selected to mentor Alyssa Landry. Although Alyssa has more than three years experience, she is new to our school and has requested a mentor to become familiar with the middle school setting and the Marzano framework. Connie was chosen for her mentor because they are both in the 6th grade ELA PLC and Connie is the is the teacher leader for that PLC and also the department chair for the ELA department.

Daniel St. Onge was selected to mentor Azza Lawendy. Although Azza has more than three years experience, she is new to our school and has requested a mentor to become familiar with the middle school setting and the Marzano framework. Daniel was chosen for her mentor because they are both in the 6th grade math PLC and Daniel is the teacher leader for that PLC.

Michelle Walker was selected to mentor Mohamed Benbrahim. Although Mohamed has more than three years experience he is new to our school and has requested a mentor to become familiar with our school's expectations within the math department and the Marzano framework. Michelle was chosen for his mentor because they are both in the 7th grade math PLC and Michelle is the teacher leader for that PLC.

## 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***

AMMS is following the Orange County Public Schools Scope and Sequence for all our core courses. The Scope and Sequence along with the unit outlines provided by the district ensure our teachers are preparing our students for the FSA. We use only the State of Florida adopted curriculum materials that were purchased through the district. Our teachers reference the state website CPALMS for instructional materials and clarification on standards.

Our mathematics department is using the Success for All/Power i3 program along with seven other Orange County middle schools. The program is based on collaborative learning and aligns with the

Florida Standards. In addition to the Power i3 curriculum, we also are using the State of Florida adopted curriculum Go Math which is also aligned to the Florida Standards. We offer two high school credit mathematics courses and they are aligned to the high school and use the same materials including Algebra Nation.

Our language arts department is using the College Board Spring Board program. Teachers are following the Florida Standards and supplement this curriculum as needed to ensure all the Florida standards are taught.

Our science teachers are using the unit outlines (MTPs) from the district and the State of Florida adopted text for each of the science courses we offer. We have two high school credit classes and they are aligned to the high school courses and use the same materials.

Our social studies department is using DBQs (document based questioning) every nine weeks, which also aligns with the Florida Standards and the Civics teachers are using iCivics. The teachers also use the State of Florida adopted text for each of the social studies courses we offer.

Our reading department is using the OCPS recommended programs: Read 180, Systems 44 and Achieve 3000. These are all research based reading programs and area aligned to the Florida ELA Standards.

### 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***

Teachers will meet with an administrator at the end of each unit of instruction to review the data on the common assessment with the Professional Learning Community. All core content areas will be entering common assessment data into Performance Matters and reviewing the results by standard and by subgroup. PLCs and administrations will be able to clearly desegregate the data, analyze it and then form groups to reteach concepts or skills.

Data is used by the guidance counselors in the summer and throughout the school year for student placement into rigorous classes that will support their learning, enrich and stretch them or help them meet state requirements.

Our reading teachers and the instructional coach use data for placement into the appropriate reading classes and then monitor that data on a weekly basis to make adjustments to the instruction or the computer program the students are using to strengthen their reading skills.

The MTSS team uses data to monitor our students who are on showing signs of struggle in academics or behavior. They look at all the available data on a student including attendance, grades and behavior. Data is used for deciding what areas and content needs to be reinforced through our tutoring program. If the students are not struggling in the content area, there is no need to have a tutor for that subject.

The administrators and the deans use attendance and discipline data to make decisions that impact the learning environment of the school and the classrooms.

AMMS will use a variety of data to evaluate our students. All data will be monitored via the Education Data Warehouse (EDW) and Performance Matters. Data that will be collected include the following: Baseline data: 2014 Florida Comprehensive Assessment Test (FCAT 2.0), 2015 End of Course exams, 2015 FSA data (when we have it), Orange County Writes assessments, CELLA, content area pretests, Oral reading fluencies, Read 180/Achieve/System 44, attendance, tardies, behavior referrals, grades from the previous school year, and summer school data (if available). Next we will look at Progress Monitoring data which includes: common unit assessments, OCPS Standard assessments in Reading, Math and Science, Orange Writes!, intervention group data, progress on Read 180/Achieve/System 44, Oral Reading Fluencies, Moby Max, numbers of referrals, absences, tardies, grades on progress reports and report cards. Also, End of year data will be reviewed: 2015 FSA/EOC, 2016 FSA/EOC, CELLA (or its replacement assessment), Read 180/Achieve/System 44, Moby Max, numbers of referrals, absences, number of classes failed, and final grades.

**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:** Summer Program

**Minutes added to school year:** 4,800

We will offer summer school credit recovery for our students who have failed one or more classes during the school year. We also offer additional reading support classes for students who scored level 1 on the state reading assessment.

**Strategy Rationale**

This offers the student a concentrated time period to focus on just one subject at a time and work toward mastering the benchmarks and gain back the credits needed for promotion to the next grade. Strengthening the student's skills will prepare them for a stronger start to the next school year.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Hearn, Theresa, [theresa.hearn@ocps.net](mailto:theresa.hearn@ocps.net)

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

Data will be collected and monitored each week of the summer school program through the use of: weekly progress reports; instructional program data reports; one-on-one work with the teacher and completion rates of assignments.

The success of the program will also be measured during the regular school year by looking at Pass/Failure rates of the students who participated in summer school; the number of courses recovered; if there is a reduced number of retained students the next school year.

**Strategy:** Extended School Day

**Minutes added to school year:** 26,000

Our Boys and Girls Club after school organization offers free activities for our students from 4:30 to 6:00 daily. Students participate in activities designed to extend their educational experiences. They have homework help, sports, clubs, board games, guest speakers and "in-house" field trips.

***Strategy Rationale***

The goal of the Boys and Girls Club is to promote academic success, good character and citizenship, as well as healthy lifestyles. This program also allows us to expose our students to clubs and activities to keep them engaged with school.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Hearn, Theresa, [theresa.hearn@ocps.net](mailto:theresa.hearn@ocps.net)

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

The Boys and Girls Club directors collect data on the students who participate including: grades, standardized test scores, teacher input, attendance, and discipline information. They also survey the students participating in the program to see what they are interested in so that the program is meeting their needs and remains engaging.

**Strategy:** Extended School Day

**Minutes added to school year:** 5,175

We will offer an after school tutoring program to build low achieving students' skills in reading and math. This extra instruction will be offered in our PASS Program (Promoting Achievement & Student Success). Our goal is to improve each child's academic skills and his/her FSA scores in the spring of this school year. There will be no more than 15 students in a tutoring group, which meets before or after school three days a week – Monday, Tuesday and Thursday. Students will work in small groups with a teacher on curriculum designed to improve his/her reading comprehension, math skills, science knowledge or social studies knowledge.

### **Strategy Rationale**

The tutoring groups will focus on pre-teaching the concepts that are coming up in the next unit. They will review vocabulary and examples. The teacher will also assist the students with homework and re-teaching as needed. Often teachers do not have time for remediation while they are moving ahead with the grade level skills and concepts. The tutoring program's goal is to help students keep up with the content in the classroom so their grades and mastery of concepts will improve.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Collins, Marcus, marcus.collins@ocps.net

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

Data will be collected and monitored on a bi-weekly basis through the use of: bi-weekly progress reports; computer based instructional program data reports (Read 180, System 44, Moby Max); curriculum assessments; one-on-one work with the teacher; completion of assignments. We will also monitor and analyze school wide assessments: OCPS Standard tests; Read 180/Achieve/ System 44; mini-assessments; grades in core classes.

## **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**

Transition plan for 5th to 6th:

In January and February the 6th grade school counselor and Grade Level Administrator visit our feeder elementary schools, along with the AVID Coordinator and STEM Coordinator. The feeder schools include Apopka Elementary, Dream Lake Elementary, Lovell Elementary, Rock Springs Elementary, and Wheatley Elementary. Students learn about middle school life, subjects offered, and are instructed on how to choose electives. The AVID (Advancement via Individual Determination) and STEM (Science, Technology, Engineering, and Math) Coordinators present each program and provide students with applications. In May we have a 5th grade parent night where parents may tour the campus after a presentation on how they can help their children transition to middle school. Parents are provided with a packet which includes handouts on how to be successful in middle school, a study checklist, and how to use the academic planner. Parents are encouraged to contact

the school counselor for questions and support. In the summer prior to the beginning of school we schedule an open campus night where parents and students can pick up schedules, tour the campus, and meet teachers.

Transition plan for 8th to 9th:

In partnership with Apopka High School, the Guidance staff at Apopka Memorial Middle School strives to make the transition for our 8th graders to high school as informative and stress-free as possible. Starting in November, 8th graders are given information on the various magnet programs offered by OCPS and are encouraged to attend the Magnet Fair. In December, both counselors schedule classroom guidance lessons through the 8th graders Social Studies classes, focusing on high school, college and career planning. Using the Florida DOE's CHOICES online program, students take an interest inventory which leads them to possible career paths. Based on this information, students create a 4-year high school plan, mapping out the academic and elective courses required not only for graduation, but which will prepare them for the post-secondary college and career paths they choose. In the Spring, counselors from Apopka High School visit with our 8th graders to conduct a registration process orientation, providing them with essential information on how to select courses as well as learn about extracurricular activities and other interesting facts about beginning their high school experience. AMMS also provides 8th graders and their parents with information regarding AHS's Freshman Orientation Night, held later in the Spring. Throughout this process, AMMS counselors monitor the students' progress, making sure they are on track to fulfill the requirements to be promoted to high school.

Summer Programs:

Over the summer between 5th and 6th grade we offered a short two day summer program for incoming students with special needs and those who are limited English speakers. The program allowed them to see the school, learn their way around by participating in a scavenger hunt, received their school IDs, learn how to check out books from the Media Center, learned how to get lunch in the cafeteria, met some of the teachers, have middle school awareness training sessions and learn about the differences between elementary and middle school.

## College and Career Readiness

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

Our guidance counselors are available to students and parents for one-on-one appointments and guidance in future course selections, goals/academic plans and provide academic advisement throughout the school year. Each year the guidance counselors conduct a meeting with the grade levels to discuss the courses available to them in the up-coming school year. They facilitate high school transition for our 8th grade students. Students develop four year plans for high school. Our school TV announcements and weekly phone calls home include information regarding high school magnet programs, course registration deadlines and other opportunities. We have information on the school website under the guidance tab and also post links to HS and post-secondary planning sites. We are already talking to students about scholarships and the requirements for colleges and some of our students are already making college visits for field trips. This is a great experience for them and makes them hungry and excited for their college experience. We also offer many high school credit courses and have a certified AVID program.

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

AMMS offers the following programs: two STEM elective classes through the Project Lead the Way Program; we have a certified AVID program with classes for 6th, 7th and 8th grade; Introduction to Agriculture and Fundamentals of Agriculture as well as the HS credit class Foundations in Agriculture; Health 1 and Health 2 as well as the HS credit class Medical Services; and we have the opportunity



for students to earn CAPE Digital Tools Certificates through 6th (iC3 GS4) and 7th grade (ICT Multimedia Essentials) language arts and also 7th grade mathematics (ICT Database Essentials).

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

We incorporate career explorations and real world applications through our ESE learning strategies classes as well as our Agriculture, Drama, Engineering, Health Sciences, Science and Social Studies classes. In addition to these programs, we offer the AVID program. AVID promotes setting future goals, looking toward college, college readiness skills like note-taking and studying habits. AVID students have the opportunity to take field trips to universities and experience guest speakers throughout the school year. Also, our Deans and In School Suspension coordinator discuss future goals and plans when working with students.

***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***

Our school engages in a variety of strategies to improve the college readiness of our students. Academic advisement based on FCAT/FSA scores and grades for placement into intensive reading, intensive math, advanced, honors classes and high school credit classes. Encouraging students to stretch themselves and take HS credit courses. Students are advised to take electives based on their career interests. Students are advised to apply to high school magnet programs based on their career interests. We offer a variety of high school credit courses for our students to include: Honors Earth/Space Science, Honors Physical Science, Spanish, Medical Skills and Services, Foundations of Agriculture, Fundamentals of Agriculture, Algebra I and Geometry. Counselors and teachers discuss GPAs and how the high school classes they take now, whether here or on FLVS, can impact their GPA before they even start high school. Our guidance office offers college prep programs including Rollins TRiO, UCF National Achievers Society, and the Duke University and Orange TIPS which prepare student to take the SAT and offer them the opportunity to take the SAT for exposure. The counselors have created a college going atmosphere with pennants and posters displayed on walls of hallways, cafeteria, media center and the In School Suspension room. We have established a College and Career Center in the Guidance Office which will provide college/career planning materials for students to take or check out, as well as a computer or 2 for counselors to assist students in research and planning for post-secondary life. Our ESOL curriculum resource teacher hosts a high school and post-secondary planning event for parents of LEP students. She invites representatives from the high school, tech centers and colleges to provide information. Guidance and AVID can also host a similar event for all students/parents, to also include information of educational financial planning.

## 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.

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## 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 incorporate rigorous activities and questions into their daily lessons that align to the Florida standards in order to strengthen our core academic instruction and to improve student achievement in all areas. (Division Priority is to Accelerate Student Performance)
  
- G2.** Math teachers will incorporate differentiated instruction into their lesson plans in order to ensure mastery of the Florida State Standards and improve student achievement in all grade levels. (Division Priority is to ensure College and Career Readiness)

## 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 incorporate rigorous activities and questions into their daily lessons that align to the Florida standards in order to strengthen our core academic instruction and to improve student achievement in all areas. (Division Priority is to Accelerate Student Performance) 1a

G073122

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	
AMO Reading - All Students	
FCAT 2.0 Science Proficiency	47.0

**Resources Available to Support the Goal** 2

- Instructional Coaches, Administrators, feedback on classroom observations, deliberate practice goals and activities, professional learning opportunities in creating rigorous instruction and differentiating instruction within the classroom setting, peer feedback, professional development courses on Professional Development Services on-line, reading professional journal articles, common planning time with grade level Professional Learning Communities to develop unit plans, planning days for grade level Professional Learning Communities, Marzano's book Reflective Teacher and Coaching Classroom Instruction, other Marzano resources, Common Core Institute's Guide for Using Webb's Depth of Knowledge with CCSS

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack the ability to plan for differentiation in levels of rigor based on student instructional needs.

**Plan to Monitor Progress Toward G1.** 8

Continue to analyze a variety of student achievement data: Read 180/Achieve/System 44, common unit assessments, grades in the course. Increase the monitoring of classroom observation data will show an increase in the use of higher levels of rigor in classroom instruction and the use of differentiation strategies.

**Person Responsible**

Kelly Pelletier

**Schedule**

Monthly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Increased student achievement scores and iObservation ratings at the applying level.

**G2.** Math teachers will incorporate differentiated instruction into their lesson plans in order to ensure mastery of the Florida State Standards and improve student achievement in all grade levels. (Division Priority is to ensure College and Career Readiness) **1a**

 G073123

**Targets Supported** **1b**

Indicator	Annual Target
AMO Math - All Students	
AMO Math - African American	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - ELL	
Algebra I FSA EOC Pass Rate	90.0

**Resources Available to Support the Goal** **2**

- Instructional Coaches, Administrators, feedback on classroom observations, deliberate practice goals and activities, professional learning opportunities in creating rigorous instruction and differentiating instruction, peer feedback, grade level representatives attending vertical alignment meetings with elementary and high school for Algebra I skills, reading professional journal articles, common planning time with grade level Professional Learning Communities to develop unit plans and common assessments, planning days for grade level Professional Learning Communities, Common Core Institute's Guide for Using Webb's Depth of Knowledge with Common Core State Standards

**Targeted Barriers to Achieving the Goal** **3**

- Teachers struggle planning for and incorporating small group intervention and differentiation strategies into their lesson plans.

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

Analyze a variety of student achievement data: common unit assessments, computer assisted instruction data reports, grades in the courses. Classroom observation data will show an increase in the use small group interventions and teaching differentiated strategies to build conceptual knowledge.

**Person Responsible**

Kelly Pelletier

**Schedule**

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

**Evidence of Completion**

Increased student achievement scores and iObservation ratings at the applying level.

## 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 incorporate rigorous activities and questions into their daily lessons that align to the Florida standards in order to strengthen our core academic instruction and to improve student achievement in all areas. (Division Priority is to Accelerate Student Performance) **1**

 G073122

**G1.B3** Teachers lack the ability to plan for differentiation in levels of rigor based on student instructional needs. **2**

 B191017

**G1.B3.S1** Teachers will differentiate instruction based on common assessment data. **4**

 S202465

### Strategy Rationale

Teachers need to use the common unit assessment data to create plans to address students who have or have not mastered the standards.

### Action Step 1 **5**

Conduct professional development sessions focused on using common unit assessment data to differentiate lesson plans.

#### Person Responsible

Hollie Pearce

#### Schedule

Quarterly, from 9/16/2015 to 5/25/2016

#### Evidence of Completion

Handouts from PD sessions, sign in sheets, teacher reflection, lesson plans, analysis of common unit assessments

### Action Step 2 5

Conduct professional development sessions focused on incorporating the Marzano elements that support rigor in the classroom and differentiating instruction into lesson plans.

#### **Person Responsible**

Hollie Pearce

#### **Schedule**

Monthly, from 8/17/2015 to 5/25/2016

#### **Evidence of Completion**

Handouts from PD sessions, sign in sheets, teacher reflection, lesson plans, classroom observation data

### Action Step 3 5

Meet with the grade level PLCs at the end of each unit to review the common assessment results and to preview lesson plans for differentiating in the next unit.

#### **Person Responsible**

Kelly Pelletier

#### **Schedule**

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

#### **Evidence of Completion**

PLC minutes, lesson plans, analysis of data

### Action Step 4 5

Provide time for teachers to observe master teachers using the differentiation strategies.

#### **Person Responsible**

Hollie Pearce

#### **Schedule**

Quarterly, from 9/30/2015 to 6/3/2016

#### **Evidence of Completion**

Schedule with names of the teachers, who they observed, when they observed and a reflection from the observation.

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

Observe in the classroom for evidence of differentiating instruction.

**Person Responsible**

Kelly Pelletier

**Schedule**

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

**Evidence of Completion**

Observation data, lesson plans, PLC meeting minutes, analysis of common assessment data

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

Monitor the student achievement data on the common unit assessments.

**Person Responsible**

Kevin Duncan

**Schedule**

Biweekly, from 9/16/2015 to 6/3/2016

**Evidence of Completion**

Data analysis from each common unit assessment, PLC notes, course grades



**G1.B3.S2** Weekly common planning time will be dedicated to planning lessons. 4

S202466

### **Strategy Rationale**

This time will be used to develop daily lesson plans focused on the standards at the appropriate level of rigor.

### **Action Step 1** 5

Conduct professional development sessions focused on incorporating the Marzano elements that support rigor in the classroom and differentiating instruction into lesson plans.

#### **Person Responsible**

Hollie Pearce

#### **Schedule**

Monthly, from 8/17/2015 to 5/25/2016

#### **Evidence of Completion**

Handouts from PD sessions, sign in sheets, teacher reflection, lesson plans, classroom observation data

### **Action Step 2** 5

Meet with the grade level PLCs at the end of each unit to preview lesson plans for differentiating in the next unit.

#### **Person Responsible**

Kelly Pelletier

#### **Schedule**

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

#### **Evidence of Completion**

PLC minutes, lesson plans, analysis of data

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

Attend PLC planning meetings and give feedback on lesson plans.

**Person Responsible**

Kelly Pelletier

**Schedule**

Monthly, from 9/7/2015 to 6/6/2016

***Evidence of Completion***

Unit and lesson plans, PLC meeting notes

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** 7

Monitor the student achievement data on the common unit assessments.

**Person Responsible**

Hollie Pearce

**Schedule**

Monthly, from 9/16/2015 to 6/3/2016

***Evidence of Completion***

Data analysis from each common assessment and formative assessment, PLC notes, course grades

**G2.** Math teachers will incorporate differentiated instruction into their lesson plans in order to ensure mastery of the Florida State Standards and improve student achievement in all grade levels. (Division Priority is to ensure College and Career Readiness) **1**

 G073123

**G2.B3** Teachers struggle planning for and incorporating small group intervention and differentiation strategies into their lesson plans. **2**

 B191024

**G2.B3.S1** Use data from common unit assessments to identify student misconceptions in conceptual knowledge of the identified standards. **4**

 S202467

### Strategy Rationale

Teachers need to know what concepts and skills the students are mastering so they can plan appropriately for the next unit and know what small groups are needed.

### Action Step 1 **5**

Conduct data meetings after each common unit assessment by grade level to analyze the results and create an action plan to reteach through small groups the standards identified for reteaching.

#### Person Responsible

Heather Rideout

#### Schedule

Biweekly, from 9/9/2015 to 6/3/2016

#### Evidence of Completion

Common unit assessment data analysis, classroom grades, computer assisted instruction data reports, PLC meeting minutes

### Action Step 2 **5**

Schedule planning days for each grade level/subject in order to give the teachers time to analyze data and create collaborative lesson plans and common assessments.

#### Person Responsible

Hollie Pearce

#### Schedule

Semiannually, from 9/23/2015 to 5/25/2016

#### Evidence of Completion

Common unit assessments, focus calendars, lesson plans, plan for small groups within the classroom

**Action Step 3** 5

Conduct professional development and coaching sessions on the Power i3 teaching model.

**Person Responsible**

Heather Rideout

**Schedule**

Monthly, from 8/17/2015 to 6/3/2016

**Evidence of Completion**

Component team meeting minutes/notes, notes from the Power i3 consultant, agendas/handouts, observation feedback

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

Attend the grade level PLC meeting to discuss the data from the common assessment and also review the plans for the next unit which should include small group intervention. Classroom observations conducted regularly.

**Person Responsible**

Heather Rideout

**Schedule**

Monthly, from 9/9/2015 to 5/25/2016

**Evidence of Completion**

Collect data meeting PLC notes, lesson and unit plans showing plan for small group intervention, common unit assessments, Power i3 consultant notes, classroom observation data

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

Monitor student achievement data, lesson and unit plans, component team meeting goals and classroom observation data.

**Person Responsible**

Kelly Pelletier

**Schedule**

Monthly, from 9/16/2015 to 6/3/2016

**Evidence of Completion**

Common unit assessment results, computer assisted instruction reports, component team meeting minutes, classroom observation data

**G2.B3.S2** Create model classrooms for math teachers to observe successful small groups used for intervention. 4

 S202468

**Strategy Rationale**

Teachers need to see a successful implementation of small groups used for intervention or enrichment.

**Action Step 1** 5

Implement small group intervention in selected math classrooms.

**Person Responsible**

Heather Rideout

**Schedule**

Monthly, from 10/27/2015 to 5/25/2016

**Evidence of Completion**

Lesson plans that include plans for the small groups, observation schedules and reflections of teachers who observe

**Plan to Monitor Fidelity of Implementation of G2.B3.S2 6**

Meet with math PLCs monthly and observe in classrooms regularly.

**Person Responsible**

Heather Rideout

**Schedule**

Biweekly, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

PLC meeting notes, observation data

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7**

Analysis of achievement data for the students targeted for small group intervention.

**Person Responsible**

Heather Rideout

**Schedule**

Monthly, from 10/5/2015 to 6/3/2016

**Evidence of Completion**

Common assessment data, PLC notes with data analysis

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Conduct professional development sessions focused on using common unit assessment data to differentiate lesson plans.	Pearce, Hollie	9/16/2015	Handouts from PD sessions, sign in sheets, teacher reflection, lesson plans, analysis of common unit assessments	5/25/2016 quarterly
G1.B3.S2.A1	Conduct professional development sessions focused on incorporating the Marzano elements that support rigor in the classroom and differentiating instruction into lesson plans.	Pearce, Hollie	8/17/2015	Handouts from PD sessions, sign in sheets, teacher reflection, lesson plans, classroom observation data	5/25/2016 monthly
G2.B3.S1.A1	Conduct data meetings after each common unit assessment by grade level to analyze the results and create an action plan to reteach through small groups the standards identified for reteaching.	Rideout, Heather	9/9/2015	Common unit assessment data analysis, classroom grades, computer assisted instruction data reports, PLC meeting minutes	6/3/2016 biweekly

**Orange - 0282 - Apopka Middle - 2015-16 SIP**  
Apopka Middle

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S2.A1	Implement small group intervention in selected math classrooms.	Rideout, Heather	10/27/2015	Lesson plans that include plans for the small groups, observation schedules and reflections of teachers who observe	5/25/2016 monthly
G1.B3.S1.A2	Conduct professional development sessions focused on incorporating the Marzano elements that support rigor in the classroom and differentiating instruction into lesson plans.	Pearce, Hollie	8/17/2015	Handouts from PD sessions, sign in sheets, teacher reflection, lesson plans, classroom observation data	5/25/2016 monthly
G1.B3.S2.A2	Meet with the grade level PLCs at the end of each unit to preview lesson plans for differentiating in the next unit.	Pelletier, Kelly	9/8/2015	PLC minutes, lesson plans, analysis of data	6/3/2016 biweekly
G2.B3.S1.A2	Schedule planning days for each grade level/subject in order to give the teachers time to analyze data and create collaborative lesson plans and common assessments.	Pearce, Hollie	9/23/2015	Common unit assessments, focus calendars, lesson plans, plan for small groups within the classroom	5/25/2016 semiannually
G1.B3.S1.A3	Meet with the grade level PLCs at the end of each unit to review the common assessment results and to preview lesson plans for differentiating in the next unit.	Pelletier, Kelly	9/8/2015	PLC minutes, lesson plans, analysis of data	6/3/2016 biweekly
G2.B3.S1.A3	Conduct professional development and coaching sessions on the Power i3 teaching model.	Rideout, Heather	8/17/2015	Component team meeting minutes/ notes, notes from the Power i3 consultant, agendas/handouts, observation feedback	6/3/2016 monthly
G1.B3.S1.A4	Provide time for teachers to observe master teachers using the differentiation strategies.	Pearce, Hollie	9/30/2015	Schedule with names of the teachers, who they observed, when they observed and a reflection from the observation.	6/3/2016 quarterly
G1.MA1	Continue to analyze a variety of student achievement data: Read 180/Achieve/ System 44, common unit assessments, grades in the course. Increase the monitoring of classroom observation data will show an increase in the use of higher levels of rigor in classroom instruction and the use of differentiation strategies.	Pelletier, Kelly	8/17/2015	Increased student achievement scores and iObservation ratings at the applying level.	6/3/2016 monthly
G1.B3.S1.MA1	Monitor the student achievement data on the common unit assessments.	Duncan, Kevin	9/16/2015	Data analysis from each common unit assessment, PLC notes, course grades	6/3/2016 biweekly
G1.B3.S1.MA1	Observe in the classroom for evidence of differentiating instruction.	Pelletier, Kelly	9/8/2015	Observation data, lesson plans, PLC meeting minutes, analysis of common assessment data	6/3/2016 daily
G1.B3.S2.MA1	Monitor the student achievement data on the common unit assessments.	Pearce, Hollie	9/16/2015	Data analysis from each common assessment and formative assessment, PLC notes, course grades	6/3/2016 monthly
G1.B3.S2.MA1	Attend PLC planning meetings and give feedback on lesson plans.	Pelletier, Kelly	9/7/2015	Unit and lesson plans, PLC meeting notes	6/6/2016 monthly
G2.MA1	Analyze a variety of student achievement data: common unit assessments, computer assisted instruction data reports, grades in the courses. Classroom observation data will show an increase in the use small group interventions and teaching differentiated strategies to build conceptual knowledge.	Pelletier, Kelly	9/8/2015	Increased student achievement scores and iObservation ratings at the applying level.	6/3/2016 monthly
G2.B3.S1.MA1	Monitor student achievement data, lesson and unit plans, component team meeting goals and classroom observation data.	Pelletier, Kelly	9/16/2015	Common unit assessment results, computer assisted instruction reports, component team meeting minutes, classroom observation data	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.MA1	Attend the grade level PLC meeting to discuss the data from the common assessment and also review the plans for the next unit which should include small group intervention. Classroom observations conducted regularly.	Rideout, Heather	9/9/2015	Collect data meeting PLC notes, lesson and unit plans showing plan for small group intervention, common unit assessments, Power i3 consultant notes, classroom observation data	5/25/2016 monthly
G2.B3.S2.MA1	Analysis of achievement data for the students targeted for small group intervention.	Rideout, Heather	10/5/2015	Common assessment data, PLC notes with data analysis	6/3/2016 monthly
G2.B3.S2.MA1	Meet with math PLCs monthly and observe in classrooms regularly.	Rideout, Heather	9/21/2015	PLC meeting notes, observation data	6/3/2016 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 will incorporate rigorous activities and questions into their daily lessons that align to the Florida standards in order to strengthen our core academic instruction and to improve student achievement in all areas. (Division Priority is to Accelerate Student Performance)

**G1.B3** Teachers lack the ability to plan for differentiation in levels of rigor based on student instructional needs.

**G1.B3.S1** Teachers will differentiate instruction based on common assessment data.

### PD Opportunity 1

Conduct professional development sessions focused on using common unit assessment data to differentiate lesson plans.

#### Facilitator

Hollie Pearce

#### Participants

All teachers

#### Schedule

Quarterly, from 9/16/2015 to 5/25/2016

### PD Opportunity 2

Conduct professional development sessions focused on incorporating the Marzano elements that support rigor in the classroom and differentiating instruction into lesson plans.

#### Facilitator

Hollie Pearce

#### Participants

All teachers

#### Schedule

Monthly, from 8/17/2015 to 5/25/2016

### PD Opportunity 3

Provide time for teachers to observe master teachers using the differentiation strategies.

#### Facilitator

Hollie Pearce

#### Participants

All teachers

#### Schedule

Quarterly, from 9/30/2015 to 6/3/2016

**G1.B3.S2** Weekly common planning time will be dedicated to planning lessons.

### PD Opportunity 1

Conduct professional development sessions focused on incorporating the Marzano elements that support rigor in the classroom and differentiating instruction into lesson plans.

#### Facilitator

Hollie Pearce

#### Participants

All teachers

#### Schedule

Monthly, from 8/17/2015 to 5/25/2016

**G2.** Math teachers will incorporate differentiated instruction into their lesson plans in order to ensure mastery of the Florida State Standards and improve student achievement in all grade levels. (Division Priority is to ensure College and Career Readiness)

**G2.B3** Teachers struggle planning for and incorporating small group intervention and differentiation strategies into their lesson plans.

**G2.B3.S1** Use data from common unit assessments to identify student misconceptions in conceptual knowledge of the identified standards.

### **PD Opportunity 1**

Conduct data meetings after each common unit assessment by grade level to analyze the results and create an action plan to reteach through small groups the standards identified for reteaching.

#### **Facilitator**

Heather Rideout, grade level professional learning community leaders

#### **Participants**

All math teachers

#### **Schedule**

Biweekly, from 9/9/2015 to 6/3/2016

### **PD Opportunity 2**

Schedule planning days for each grade level/subject in order to give the teachers time to analyze data and create collaborative lesson plans and common assessments.

#### **Facilitator**

Hollie Pearce, Heather Rideout, Kelly Pelletier

#### **Participants**

All math teachers

#### **Schedule**

Semiannually, from 9/23/2015 to 5/25/2016

**PD Opportunity 3**

Conduct professional development and coaching sessions on the Power i3 teaching model.

**Facilitator**

Heather Rideout, Kelly Pelletier, Power i3 consultant

**Participants**

All math teachers

**Schedule**

Monthly, from 8/17/2015 to 6/3/2016

## Technical Assistance Items

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

**G1.** Teachers will incorporate rigorous activities and questions into their daily lessons that align to the Florida standards in order to strengthen our core academic instruction and to improve student achievement in all areas. (Division Priority is to Accelerate Student Performance)

**G1.B3** Teachers lack the ability to plan for differentiation in levels of rigor based on student instructional needs.

**G1.B3.S1** Teachers will differentiate instruction based on common assessment data.

### PD Opportunity 1

Meet with the grade level PLCs at the end of each unit to review the common assessment results and to preview lesson plans for differentiating in the next unit.

#### Facilitator

Hollie Pearce

#### Participants

All teachers

#### Schedule

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

**G1.B3.S2** Weekly common planning time will be dedicated to planning lessons.

### PD Opportunity 1

Meet with the grade level PLCs at the end of each unit to preview lesson plans for differentiating in the next unit.

#### Facilitator

Hollie Pearce

#### Participants

All teachers

#### Schedule

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

## Budget

## Budget Data

Budget Data						
1	G1.B3.S1.A1	<b>Conduct professional development sessions focused on using common unit assessment data to differentiate lesson plans.</b>				<b>\$100.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0282 - Apopka Middle	General Fund		\$100.00
<i>Notes: Paper for copies</i>						
2	G1.B3.S1.A2	<b>Conduct professional development sessions focused on incorporating the Marzano elements that support rigor in the classroom and differentiating instruction into lesson plans.</b>				<b>\$1,600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0282 - Apopka Middle	School Improvement Funds		\$1,600.00
<i>Notes: Purchase resource books for teachers</i>						
3	G1.B3.S1.A3	<b>Meet with the grade level PLCs at the end of each unit to review the common assessment results and to preview lesson plans for differentiating in the next unit.</b>				<b>\$15,600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0282 - Apopka Middle	General Fund		\$15,600.00
<i>Notes: The hourly salary cost for teachers to be in planning meetings.</i>						
4	G1.B3.S1.A4	<b>Provide time for teachers to observe master teachers using the differentiation strategies.</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0282 - Apopka Middle	General Fund		\$1,000.00
<i>Notes: Money for substitutes so teachers can observe master teachers.</i>						
5	G1.B3.S2.A1	<b>Conduct professional development sessions focused on incorporating the Marzano elements that support rigor in the classroom and differentiating instruction into lesson plans.</b>				<b>\$1,600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0282 - Apopka Middle	School Improvement Funds		\$1,600.00
<i>Notes: Purchase resource books for teachers</i>						
6	G1.B3.S2.A2	<b>Meet with the grade level PLCs at the end of each unit to preview lesson plans for differentiating in the next unit.</b>				<b>\$15,600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

<b>Budget Data</b>						
			0282 - Apopka Middle	General Fund		\$15,600.00
<i>Notes: The hourly salary cost for teachers to be in planning meetings.</i>						
<b>7</b>	<b>G2.B3.S1.A1</b>	<b>Conduct data meetings after each common unit assessment by grade level to analyze the results and create an action plan to reteach through small groups the standards identified for reteaching.</b>				<b>\$30,600.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0282 - Apopka Middle	General Fund		\$30,600.00
<i>Notes: The hourly cost for teachers to be in data meetings.</i>						
<b>8</b>	<b>G2.B3.S1.A2</b>	<b>Schedule planning days for each grade level/subject in order to give the teachers time to analyze data and create collaborative lesson plans and common assessments.</b>				<b>\$8,200.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0282 - Apopka Middle	General Fund		\$8,200.00
<i>Notes: The cost of substitutes for the planning days.</i>						
<b>9</b>	<b>G2.B3.S1.A3</b>	<b>Conduct professional development and coaching sessions on the Power i3 teaching model.</b>				<b>\$15,300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0282 - Apopka Middle	General Fund		\$15,300.00
<i>Notes: Money for substitutes for teachers to attend PD or observe in other teachers classrooms as well as hourly salaries for coaching during planning time.</i>						
<b>10</b>	<b>G2.B3.S2.A1</b>	<b>Implement small group intervention in selected math classrooms.</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0282 - Apopka Middle	General Fund		\$1,500.00
<i>Notes: Cost for substitutes for observations.</i>						
<b>Total:</b>						<b>\$91,100.00</b>