

Orange County Public Schools

Memorial Middle



2016-17 Schoolwide Improvement Plan

Memorial Middle

2220 W 29TH ST, Orlando, FL 32805

<https://memorialms.ocps.net/>

School Demographics

School Type and Grades Served
(per MSID File)

Middle School
6-8

2015-16 Title I School

Yes

**2015-16 Economically
Disadvantaged (FRL) Rate**
(as reported on Survey 3)

100%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white
on Survey 2)

98%

School Grades History

Year
Grade

2017-18
C

2014-15
D*

2013-14
D

2012-13
C

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Memorial Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

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

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

Memorial Middle School encourages teachers to build relationships in all classes with extended relationships supported through character education, data chats and life skill lessons. Teachers engage in a variety of activities that allow bonding experiences. Teachers engage students in activities designed specifically to gather information and understanding about the students' backgrounds, interests, and cultures within the classroom. Teachers utilize the activities to launch discussions about what it means to be respectful, responsible, resourceful and engaged. Teachers will strive to use Data Chats, Restorative Justice Circles, and other formal and informal opportunities to increase ability, awareness, and understanding of diversity for all students in support of the school's Best Practices for Inclusive Education (BPIE) goals.

Memorial Middle School utilizes Change Ambassadors and a student council who share all concerns with administration. We build strong relationships and provide an environment in which students feel comfortable to reach out to an adult starting in our before-school program, throughout our day, and ending with our after- school programs.

At Memorial Middle School, we believe that visibility is also key. The principal and entire core team are visible at all times which makes it easy for students to find an adult. This continuous availability encourages students to seek adult assistance and intervention for situations or conflicts that may arise during the day.

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

At Memorial Middle School, we have implemented the Restorative Justice model as a component of the discipline referral process.

In order to ensure that students understand the behavioral system, classroom rules and consequences are posted in all classrooms and are reviewed with the students on a quarterly basis. The behavioral expectations established for instructional staff are based on a set of non-negotiables that must be implemented by all. The first non-negotiable involves providing and maintaining documentation on students, especially those students that are in danger of failing a course. These documents include: pink slips, exit slips, phone calls to parents, positive referrals, student portfolios, and any discipline the student may have received that has caused them to fall behind as needed. Positive referrals and phone logs are to be turned in to the grade-level leaders every two weeks. This also includes all teachers implementing and enforcing the school's tardy and dress code policies. Teachers are also required to provide missing assignments to absent students, keep samples of students' work, and provide suspension packets for those students that have been suspended. In order to help teachers manage students with potentially disruptive behaviors, we provided trainings such as dean chats where teachers meet with the deans weekly to discuss issues they may be facing and issues they may face in the future. We also have a discipline meeting during pre-planning in order to review the rules and expectations of the students and to review the non-negotiables that are to be implemented by the teachers.

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

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

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

3. Early Warning Systems

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

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

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

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

Course Performance indicators include: grades, test scores, basic skills, and retention rate.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	99	93	84	0	0	0	0	276
One or more suspensions	0	0	0	0	0	0	101	89	87	0	0	0	0	277
Course failure in ELA or Math	0	0	0	0	0	0	2	9	4	0	0	0	0	15
Level 1 on statewide assessment	0	0	0	0	0	0	132	169	108	0	0	0	0	409

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	99	97	79	0	0	0	0	275

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

The attendance clerk at MMS uses the student management system to track students that are tardy during first period. After first period, students that are tardy are placed on a tardy contract by their teachers. MMS follows the Orange County Public Schools (OCPS) truancy procedures, and students with attendance issues due to non-suspensions are referred to the school social worker. The SAFE coordinator will assist with monitoring student attendance to prevent students from having a high absenteeism rate. If a student has five or more days of unexcused absences, a letter is sent home to the parent requesting a conference. During the conference, the goal is to identify any barriers the student may be facing with his/her attendance, and interventions are then developed in order to assist the student with his/her attendance issues. If the attendance issue continues, the student is then placed on a legal contract and additional interventions are developed based on specific barriers such as: transportation, health, residency, counseling services, etc. When students are suspended from school they are referred to the Alternative to Suspension Program, which provides academic support to offset loss of learning time for suspended students. By attending the Alternative to Suspension Program, the students' suspension days are reduced if they complete the program requirements. For attendance issues due to excessive suspensions, students are recommended to the CHANGE program and may receive counseling services, if eligible.

For students with behavioral issues, they are referred to the CHANGE program, the Multi-Tier Support Services Team (MTSS), and/or the student services support team. Students that are failing their courses will not be given a failing grade unless the MTSS intervention process has been implemented and documented. Before submitting a failing grade, documentation of interventions must be provided. When submitting this documentation, detailed and specific information must be attached,

such as records of specific conversations about student interventions, student action plans to complete missing assignments/retake quizzes, and detailed minutes of the parent/guardian meeting and dialogue, including dates, times, and student work samples. Failure to supply documentation or unsupported failing grades will revert to a letter grade of "D".

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

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

We recognize that in order to accomplish this, we must have a solid foundation within our community and with our parents. This foundation starts with communication. We will ensure that Information is sent home via backpack distribution as well as being posted on the school's website. Quarterly newsletters will be sent home, updating parents about the curriculum which is being taught to their child during that nine week grading period as well as district and state assessments that may occur during that time frame. Parent will be informed of the progression of their child's academic performance through progress reports and report cards. Through ProgressBook, parents will be provided with frequent access of grades, homework and assignments through ProgressBook online. Additionally, parents will receive information through ConnectEd messages throughout the year. In addition to communication, it is important to involve our parents in school activities and meetings. In order to make our meetings as accessible as possible, we will convene meetings at a time convenient for parents of participating children. All parents are invited and encouraged to attend meetings. Our meetings will be held in the mornings as well as the evenings. Parents are given the opportunity to meet with teachers, staff and administrators before school, during or after school to discuss student achievement, behavior, and or deficits. This option reinforces the ability of staff to work effectively with parents to meet the needs of all students. Open House will be scheduled after normal work hours to accommodate working parents. As well as the school advisory counsel (SAC), parent teacher school advisory (PTSA), professional learning communities (PLC), Literacy Night, Math and Science Night will be held after normal working hours in order to accommodate parents' needs. Copies of materials from meetings will be available in the office for parents who were unable to attend meetings.

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

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

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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Howland, Gracemarie	Principal
McMurtry, Leanda	Assistant Principal
Brown, Denine	Assistant Principal
Young, Nevet	Dean
Mitchell, Eddie	Dean
Young, Tara	Instructional Coach
Branch, Bettina	Instructional Coach
Parmenter, John	Teacher, K-12

b. Duties

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

- All Instructional Coaches, during common planning, identify data to drive teacher instruction and provide interventions to meet the needs of all students. Specific administrators work with each of the teams.
- The Core Team is responsible for overseeing each area of the MTSS organizational functions.
- The Academic Team (Administrators and Instructional Coaches) is responsible for analyzing data and providing interventions on specific levels to meet each student's needs. The data used comes from common assessments.
- The Behavior Team (Deans and SAFE Coordinator) is responsible for providing data on discipline referrals and suspensions. They also collaborate in providing interventions that would minimize the amount of referrals and suspensions for all grade levels.
- The Attendance Team (SAFE Coordinator, Attendance Clerk, and Guidance) is responsible for supporting the school by providing data and interventions needed to improve student attendance, tardy rates, and truancy.

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

- MTSS and the problem-solving process introduced to the staff and administrators to ensure the needs of all students are met.
- The school leadership team implements the eight-step problem solving process.
- The MTSS process allows teachers to discuss data during PLCs to identify students.
- The school leadership team identifies school-wide classroom data to drive instructional decision making for all grade levels.
- Content area coaches and school leadership utilizes continuous data monitoring.
- The MTSS team progress monitors for the effectiveness of all interventions.

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

The MTSS team is responsible for ensuring the staff has been introduced to MTSS and the problem solving process. The team will meet bi-weekly.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Tammy Folsom	Parent
Rev. Rose	Business/Community
	Parent
Gracemarie Howland	Principal

b. Duties

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

a. Evaluation of last year's school improvement plan

During the summer, we reviewed our school data and revisited the areas of our 2015-2016 School Improvement Plan. Based on the existing data, students were not making expected achievement gains in Reading, Math, Science, or Civics. Many of the components of the school improvement plan were strong strategies, however, need an additional year for full implementation with fidelity

b. Development of this school improvement plan

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

c. Preparation of the school's annual budget and plan

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

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

All funds go to our student achievement program, which rewards and recognizes academic and behavior achievements. This assists with changing our culture to one that promotes positive success and aligns with our SIP.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Howland, Gracemarie	Principal
McMurtry, Leanda	Assistant Principal
Brown, Denine	Assistant Principal
Branch, Bettina	Instructional Coach
Chase, Susannah	Instructional Media
Young, Tara	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the LLT will be to increase student reading comprehension and writing skills across all content areas by incorporating Writing, Inquiry, Collaboration, Organization and Reading (WICOR).

D. Public and Collaborative Teaching

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

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

The school has built common planning in the budget to allow teachers to collaborate and build strong relationships with each other. Grade level common planning and professional development schedules were considered in developing the master schedule. This allows for teachers to build relationships with their peers as they collaborate and plan by similar content. As needed, throughout the year there will be planning days as well to allow time to discuss various issues that surround student achievement.

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

We utilize monetary incentives provided by the performance-based incentives based on learning gains program to recruit and retain teachers. Our retention program also involves the Leadership Team working closely with the teachers in their professional learning communities. The Leadership Team will provide ongoing professional development to help struggling teachers overcome classroom barriers; Instructional coaches and administrators will serve as mentors for new teachers; The Leadership Team will provide ongoing instructional support for all teachers.

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

All new teachers are paired with a veteran teacher, which will allow new teachers to collaborate on best instructional practices aligned to the Instructional Framework. There are monthly new teacher collaboration meetings that focus on targeted areas based on the overall needs of the new teachers, such as classroom management, Instructional Framework, Florida Standards, and the Gradual Release Model.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and Florida Standards. Core instructional resources are provided through Launch Pad. All schools are expected to utilize the standards-based resources during daily instruction.

b. Instructional Strategies

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

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

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

Strategy: Extended School Day

Minutes added to school year: 750

We offer the All Stars Program before and after school that is a collaboration among City of Orlando, Orange County Public Schools (OCPS) and Memorial Middle School teachers. The All Stars Program provides tutoring after school utilizing certified teachers. We analyze the data from the All Stars after school tutoring and meet with the core team to assist students' with success.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Young, Tara, tara.young@ocps.net

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

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

- * Attendance
- * Progress monitoring of performance in core courses

Strategy: Extended School Day

Minutes added to school year: 750

We offer Saturday School boot camps during January to April, to provide remediation and enrichment.

Strategy Rationale

To extend the learning outside of the normal school day.

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

- Core Academic Instruction
- Enrichment

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Young, Tara, tara.young@ocps.net

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

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

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

For our outgoing 8th graders, we ensure there is time for our feeder high schools to speak with our 8th grade students to prepare them for high school. We reach out to our feeder high schools (Oak

Ridge and Jones) and invite them to participate in a presentation for the 8th graders. During this presentation, visiting school representatives share information such as what to expect on campus, the extra-curriculum opportunities that are available, and the expectations that will help incoming 9th graders be successful.

b. College and Career Readiness

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

Memorial Middle School promotes academic and career planning via our guidance department. Its major goals are to promote personal growth and provide opportunities for each student to reach his/her full potential. The principal and the leadership team ensure that guidance is an integral part of the education process and that it is centered directly on the student.

MMS offers a wide choice of College and Career Readiness courses. As a result, guidance helps students identify and develop their potential so they will be prepared to enter the workforce and be successful in a global society. Guidance counselors visit classrooms to describe courses offered at the next level. Additionally, they discuss graduation requirements as well as college admission requirements.

MMS further promotes academic and career planning through the AVID elective class, which requires academic planning for all students admitted to the program. Students not only research post-secondary options, but also develop academic plans based on the requirements of the chosen school or career. Also, selected community guest speakers, usually well known for his or her mastery in a particular field, visit the classroom throughout the year to engage students in serious discourse to broaden their understanding thus, providing a better insight on career choices.

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

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

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

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

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Implement rigorous, standards-based instruction by engaging students in higher-level thinking in all content areas in order to increase student achievement (Division Priority #2: Accelerate Student Performance; Division Priority #5: Invest in Human Capital). 1a

G084476

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	54.0
FSA Mathematics Achievement	54.0
Civics EOC Pass	61.0
ELA/Reading Gains	54.0
ELA/Reading Lowest 25% Gains	54.0
Math Gains	54.0
FCAT 2.0 Science Proficiency	40.0
Math Lowest 25% Gains	54.0
High School Readiness	61.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited understanding of effective standards based instruction and student engagement.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Gracemarie Howland

Schedule

Weekly, from 8/22/2016 to 5/1/2017

Evidence of Completion

Student achievement data, lesson plans, iObservation data

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

G084477

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	54.0
FCAT 2.0 Science Proficiency	40.0
FSA Mathematics Achievement	54.0
Civics EOC Pass	61.0
Math Gains	54.0
ELA/Reading Gains	54.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited understanding of effective collaborative planning structures that result in standards-based lessons.

Resources Available to Help Reduce or Eliminate the Barriers 2

- "Building a Professional Learning Community at Work" - book
- Instructional coaches
- Pre-planning guides
- Model classrooms/teachers

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Leanda McMurtry

Schedule

Weekly, from 8/24/2016 to 5/15/2017

Evidence of Completion

Data analysis forms, data analysis logs, data meeting minutes

Action Plan for Improvement

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

G1. Implement rigorous, standards-based instruction by engaging students in higher-level thinking in all content areas in order to increase student achievement (Division Priority #2: Accelerate Student Performance; Division Priority #5: Invest in Human Capital). 1

 G084476

G1.B3 Teachers have limited understanding of effective standards based instruction and student engagement. 2

 B224441

G1.B3.S1 Leadership team will provide models of and practice with implementation of lessons aligned to the rigor of the standards in order to increase teacher proficiency with the depth of knowledge that the Florida Standards require. Teachers will have opportunities to collaborate on lessons with coach and peers. 4

 S236891

Strategy Rationale

This will allow teachers to connect students and task to rigorous instruction in order to reach mastery of the standards.

Action Step 1 5

Leadership team will provide opportunities for teachers to observe the grade-level above and below them to see modeling of a learned strategy.

Person Responsible

Gracemarie Howland

Schedule

Monthly, from 8/15/2016 to 5/15/2017

Evidence of Completion

Completed pre-planning worksheet, PLC Logs, meeting agendas and minutes, and sign-in sheets, materials and resources used during collaborative planning

Action Step 2 5

Build scheduled time in for teachers to observe a coach or peer teacher model a planned lesson in a peer's classroom in order to observe exemplary rigorous instruction.

Person Responsible

Denine Brown

Schedule

Every 3 Weeks, from 8/15/2016 to 5/15/2017

Evidence of Completion

Master schedule, reflection forms, materials and resources used during professional development

Action Step 3 5

The model coach or peer teacher will observe teachers implementing the lesson. Coach or model teacher will provide timely, actionable feedback to the observing teachers.

Person Responsible

Leanda McMurtry

Schedule

Every 3 Weeks, from 8/15/2016 to 5/22/2017

Evidence of Completion

Observation forms, feedback, reflection forms

Action Step 4 5

Administrators will review the coaches' weekly uploads to SharePoint (including coaches' logs, areas of strength, and areas of concern) and will meet monthly in data meetings to determine which areas are pockets of strength or need continued growth, which teachers need support and coaching assignments.

Person Responsible

Gracemarie Howland

Schedule

Monthly, from 8/22/2016 to 5/22/2017

Evidence of Completion

Coaches logs, data forms, spreadsheets, meeting minutes

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

Administrators will review the upload data monthly monitoring for changes from prior pre-identified areas of growth or pockets of strength.

Person Responsible

Gracemarie Howland

Schedule

Every 3 Weeks, from 8/15/2016 to 5/15/2017

Evidence of Completion

Coaches logs, meeting minutes, observations, data sheets

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

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

Person Responsible

Gracemarie Howland

Schedule

Weekly, from 8/15/2016 to 5/15/2017

Evidence of Completion

Observation data entered into the Instructional Framework and student performance data entered into Performance Matters from common assessments

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

G084477

G2.B1 Teachers have limited understanding of effective collaborative planning structures that result in standards-based lessons. 2

B224442

G2.B1.S1 Leadership team will develop teachers' ability to plan independently for rigorous tasks aligned to the deconstructed standards. 4

S236893

Strategy Rationale

This will allow teachers to connect students and tasks to rigorous instruction in order to reach mastery of the standard.

Action Step 1 5

Leadership team will develop a unified, school-wide model, including a pre-planning sheet, of how to facilitate common planning that each team member will implement with consistency in their designated departments.

Person Responsible

Gracemarie Howland

Schedule

Weekly, from 8/22/2016 to 5/15/2017

Evidence of Completion

Action plans, intervention plans and notes from meetings

Action Step 2 5

Prior to each common planning, teachers in all content areas will complete a pre-planning sheet with guiding questions to facilitate the independent thinking that goes into planning rigorous tasks.

Person Responsible

Gracemarie Howland

Schedule

Weekly, from 8/29/2016 to 5/22/2017

Evidence of Completion

PLC notes, pre-planning guide, sign in sheets, coaches logs.

Action Step 3 5

During common planning, leadership team facilitators will provide opportunities for each member of the grade-level content area team to practice facilitating other team members through the guiding questions on the pre-planning sheet.

Person Responsible

Gracemarie Howland

Schedule

Weekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Reflection logs, PLC notes, pre-planning guide, sign in sheets, coaches logs.

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

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

Person Responsible

Gracemarie Howland

Schedule

Weekly, from 8/22/2016 to 5/15/2017

Evidence of Completion

PLC logs, meeting minutes, lesson plans, common assessments

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

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

Person Responsible

Gracemarie Howland

Schedule

Weekly, from 8/24/2016 to 5/31/2017

Evidence of Completion

iObservation data, Common assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.MA1 M311926	Classroom observations, professional development workshops, Professional Learning Community...	Howland, Gracemarie	8/22/2016	Student achievement data, lesson plans, iObservation data	5/1/2017 weekly
G2.MA1 M311929	Common Assessment Data will be analyzed and used to drive instruction.	McMurtry, Leanda	8/24/2016	Data analysis forms, data analysis logs, data meeting minutes	5/15/2017 weekly
G1.B3.S1.MA1 M311924	Administrators will monitor for improved implementation of standards-based instruction during...	Howland, Gracemarie	8/15/2016	Observation data entered into the Instructional Framework and student performance data entered into Performance Matters from common assessments	5/15/2017 weekly
G1.B3.S1.MA1 M311925	Administrators will review the upload data monthly monitoring for changes from prior pre-identified...	Howland, Gracemarie	8/15/2016	Coaches logs, meeting minutes, observations, data sheets	5/15/2017 every-3-weeks
G1.B3.S1.A1 A305855	Leadership team will provide opportunities for teachers to observe the grade-level above and below...	Howland, Gracemarie	8/15/2016	Completed pre-planning worksheet, PLC Logs, meeting agendas and minutes, and sign-in sheets, materials and resources used during collaborative planning	5/15/2017 monthly
G1.B3.S1.A2 A305856	Build scheduled time in for teachers to observe a coach or peer teacher model a planned lesson in a...	Brown, Denine	8/15/2016	Master schedule, reflection forms, materials and resources used during professional development	5/15/2017 every-3-weeks
G2.B1.S1.MA1 M311928	Administrators will attend collaborative planning meetings to ensure effective use of provided...	Howland, Gracemarie	8/22/2016	PLC logs, meeting minutes, lesson plans, common assessments	5/15/2017 weekly
G2.B1.S1.A1 A305859	Leadership team will develop a unified, school-wide model, including a pre-planning sheet, of how...	Howland, Gracemarie	8/22/2016	Action plans, intervention plans and notes from meetings	5/15/2017 weekly
G1.B3.S1.A3 A305857	The model coach or peer teacher will observe teachers implementing the lesson. Coach or model...	McMurtry, Leanda	8/15/2016	Observation forms, feedback, reflection forms	5/22/2017 every-3-weeks
G1.B3.S1.A4 A305858	Administrators will review the coaches' weekly uploads to SharePoint (including coaches' logs,...	Howland, Gracemarie	8/22/2016	Coaches logs, data forms, spreadsheets, meeting minutes	5/22/2017 monthly
G2.B1.S1.A2 A305860	Prior to each common planning, teachers in all content areas will complete a pre-planning sheet...	Howland, Gracemarie	8/29/2016	PLC notes, pre-planning guide, sign in sheets, coaches logs.	5/22/2017 weekly
G2.B1.S1.A3 A305861	During common planning, leadership team facilitators will provide opportunities for each member of...	Howland, Gracemarie	8/22/2016	Reflection logs, PLC notes, pre-planning guide, sign in sheets, coaches logs.	5/29/2017 weekly
G2.B1.S1.MA1 M311927	Administrators will monitor classroom instruction and student performance data for improved student...	Howland, Gracemarie	8/24/2016	iObservation data, Common assessment data	5/31/2017 weekly

V. Professional Development Opportunities

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

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

G1.B3 Teachers have limited understanding of effective standards based instruction and student engagement.

G1.B3.S1 Leadership team will provide models of and practice with implementation of lessons aligned to the rigor of the standards in order to increase teacher proficiency with the depth of knowledge that the Florida Standards require. Teachers will have opportunities to collaborate on lessons with coach and peers.

PD Opportunity 1

Leadership team will provide opportunities for teachers to observe the grade-level above and below them to see modeling of a learned strategy.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Monthly, from 8/15/2016 to 5/15/2017

PD Opportunity 2

Build scheduled time in for teachers to observe a coach or peer teacher model a planned lesson in a peer's classroom in order to observe exemplary rigorous instruction.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Every 3 Weeks, from 8/15/2016 to 5/15/2017

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

G2.B1 Teachers have limited understanding of effective collaborative planning structures that result in standards-based lessons.

G2.B1.S1 Leadership team will develop teachers' ability to plan independently for rigorous tasks aligned to the deconstructed standards.

PD Opportunity 1

Leadership team will develop a unified, school-wide model, including a pre-planning sheet, of how to facilitate common planning that each team member will implement with consistency in their designated departments.

Facilitator

Instructional Coaches

Participants

Teachers

Schedule

Weekly, from 8/22/2016 to 5/15/2017

PD Opportunity 2

Prior to each common planning, teachers in all content areas will complete a pre-planning sheet with guiding questions to facilitate the independent thinking that goes into planning rigorous tasks.

Facilitator

Participants

Schedule

Weekly, from 8/29/2016 to 5/22/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Leadership team will provide opportunities for teachers to observe the grade-level above and below them to see modeling of a learned strategy.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		140-Substitute Teachers	0151 - Memorial Middle	Title I, Part A		\$7,000.00
2	G1.B3.S1.A2	Build scheduled time in for teachers to observe a coach or peer teacher model a planned lesson in a peer's classroom in order to observe exemplary rigorous instruction.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		510-Supplies	0151 - Memorial Middle	Title I, Part A		\$5,000.00
3	G1.B3.S1.A3	The model coach or peer teacher will observe teachers implementing the lesson. Coach or model teacher will provide timely, actionable feedback to the observing teachers.				\$0.00
4	G1.B3.S1.A4	Administrators will review the coaches' weekly uploads to SharePoint (including coaches' logs, areas of strength, and areas of concern) and will meet monthly in data meetings to determine which areas are pockets of strength or need continued growth, which teachers need support and coaching assignments.				\$0.00
5	G2.B1.S1.A1	Leadership team will develop a unified, school-wide model, including a pre-planning sheet, of how to facilitate common planning that each team member will implement with consistency in their designated departments.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		500-Materials and Supplies	0151 - Memorial Middle	School Improvement Funds		\$5,000.00
6	G2.B1.S1.A2	Prior to each common planning, teachers in all content areas will complete a pre-planning sheet with guiding questions to facilitate the independent thinking that goes into planning rigorous tasks.				\$0.00
7	G2.B1.S1.A3	During common planning, leadership team facilitators will provide opportunities for each member of the grade-level content area team to practice facilitating other team members through the guiding questions on the pre-planning sheet.				\$0.00
Total:						\$17,000.00