2013-2014 SCHOOL IMPROVEMENT PLAN

Apopka Middle
425 N PARK AVE
Apopka, FL 32712
407-884-2208

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	71%

Alternative/ESE Center	Charter School	Minority Rate
No	No	67%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	C	B	C

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
    - Year 1 – declined to D, or first-time graded schools receiving a D
    - Year 2 – second consecutive D, or F followed by a D
    - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
    - Year 1 – declined to F, or first-time graded schools receiving an F
    - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Apopka Middle

Principal
Kelly Pelletier

School Advisory Council chair
Reginald Bowden

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kelly Pelletier	Principal
Kelly Brown	Assistant Principal
Patrice Knowles	Assistant Principal
Kaye Brown	Dean
Myron Miller	Dean
Marcus Collins	Dean
Hollie Pearce	CRT
Sharon Alequin	Literacy Coach
Michelle Durni-Austin	Math/Science Coach
Brett Carrier	Language Arts Chair
Susan Townsend	Science Chair
Jeanie Klinker	Social Studies Chair
Heather Rideout	Math Chair
Jessica Schweitzer	Elective Chair
Nicole Mirizio-Moody	Staffing Specialist
Sandra Martinez	ESOL Compliance
Leslie Strenth	Guidance Chair

District-Level Information

District
Orange

Superintendent
Dr. Barbara M Jenkins

Date of school board approval of SIP
1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

More than half of the SAC members are not Orange County School District employees. The SAC is composed of the principal, teachers, education support employees, parents, and community members who are representative of the ethnic, racial, and economic community served by the school. The SAC will have a chair, who is one of the parent representatives on the committee and a secretary, who is a teacher. These positions were elected by the members of the committee.

Involvement of the SAC in the development of the SIP

The School Advisory Committee reviewed the academic data for the 2012-2013 school year, along with the results of the school effectiveness survey. Discussion was held with the committee about our school grade 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.

Activities of the SAC for the upcoming school year

The School Advisory Council meets on a monthly basis in the evening in the Media Center of AMMS. The main purpose of the School Advisory Council is to evaluate and monitor and our School Improvement Plan. The School Advisory Council discusses curriculum materials and issues related to the School Improvement Plan's academic goals. The School Advisory Council also votes on the expenditures of School Improvement funds. The committee will review student data each month so they can see how we are progressing toward our academic goals. This committee will also review the school effectiveness survey results and make suggestions on how we can improve next school year. The members of the committee will also receive training through conferences, discussions, analyzing data and learning about all the curriculum we use at AMMS. The 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. The school did not receive any additional SIP funds this year. We do have funds that rolled over from last year and will spend them based on school needs.

Projected use of school improvement funds, including the amount allocated to each project

The school improvement budget for this school year is $3263.12.
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 is $2000.00 available for teacher mini-grants. 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 $1263.12 for these small budget items based on department needs.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Kelly Pelletier

Principal	Years as Administrator: 13	Years at Current School: 2

Credentials	Ed.D. Educational Leadership M.Ed. Educational Leadership B. S. Secondary Mathematics Education Certifications: Mathematics 6-12; School Principal
Performance Record	In the 2012-2013 school year at Apopka Memorial Middle School, the school grade was a C (557 points) which is 3 points from a B. The percent of students meeting level 3 or higher was R: 54%, M: 51%, S: 39%, and W: 49%. Students making learning gains in R: 69% and M: 69%. Students in the lowest 25% making learning gains in R: 66% and M: 66%. The acceleration points went up from 74 points to 94 points as we expanded our course offerings. Our AMOs were met in reading for Asian and Hispanic students and in mathematics for Asian and White students. In past school years, Dr. Pelletier was the principal of two different Title I elementary schools. This will be her second year at AMMS.

Kelly Brown		
Asst Principal	Years as Administrator: 19	Years at Current School: 4

Credentials	Ed.S. Educational Leadership M.Ed. Educational Leadership; Foreign Language Education B.A. Spanish Certifications: School Principal; Ed Leadership; Spanish K-12
Performance Record	In the 2012-2013 school year at Apopka Memorial Middle School, the school grade was a C (557 points) which is 3 points from a B. The percent of students meeting level 3 or higher was R: 54%, M: 51%, S: 39%, and W: 49%. Students making learning gains in R: 69% and M: 69%. Students in the lowest 25% making learning gains in R: 66% and M: 66%. The acceleration points went up from 74 points to 94 points as we expanded our course offerings. Our AMOs were met in reading for Asian and Hispanic students and in mathematics for Asian and White students. During the school year 2011-2012, Apopka Memorial Middle School, achieved an overall grade of B (565 points). The percent of students meeting level 3 or higher was R: 52%, M: 48%, W: 84%, S: 39%. Making learning gains in R: 65% and M: 64%. Lowest 25% made learning gains in R: 70% and M: 69%. The school raised their grade from a C the previous year to a B and qualified for school recognition.

Patrice Knowles		
Asst Principal	Years as Administrator: 7	Years at Current School: 5

Credentials	M. Ed. Educational Leadership B. A. Elementary Education Certification: School Principal; Ed Leadership, Elementary Ed K-6
Performance Record	In the 2012-2013 school year at Apopka Memorial Middle School, the school grade was a C (557 points) which is 3 points from a B. The percent of students meeting level 3 or higher was R: 54%, M: 51%, S: 39%, and W: 49%. Students making learning gains in R: 69% and M: 69%. Students in the lowest 25% making learning gains in R: 66% and M: 66%. The acceleration points went up from 74 points to 94 points as we expanded our course offerings. Our AMOs were met in reading for Asian and Hispanic students and in mathematics for Asian and White students. During the school year 2011-2012, Apopka Memorial Middle School, achieved an overall grade of B (565 points). The percent of students meeting level 3 or higher was R: 52%, M: 48%, W: 84%, S: 39%. Making learning gains in R: 65% and M: 64%. Lowest 25% made learning gains in R: 70% and M: 69%. The school raised their grade from a C the previous year to a B and qualified for school recognition.

Instructional Coaches

# of instructional coaches

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Hollie Pearce		
Full-time / School-based	Years as Coach: 8	Years at Current School: 11

Areas	Other
Credentials	B. S. Elementary Education Certifications: elementary education, reading, integrated middle grades curriculum 5-9, ESOL, reading endorsement
Performance Record	Ms. Pearce is the curriculum resource teacher and worked with the teachers in a professional development role. In the 2012-2013 school year at Apopka Memorial Middle School, the school grade was a C (557 points) which is 3 points from a B. The percent of students meeting level 3 or higher was R: 54%, M: 51%, S: 39%, and W: 49%. Students making learning gains in R: 69% and M: 69%. Students in the lowest 25% making learning gains in R: 66% and M: 66%. The acceleration points went up from 74 points to 94 points as we expanded our course offerings. Our AMOs were met in reading for Asian and Hispanic students and in mathematics for Asian and White students. During the school year 2011-2012, Apopka Memorial Middle School, achieved an overall grade of B (565 points). The percent of students meeting level 3 or higher was R: 52%, M: 48%, W: 84%, S: 39%. Making learning gains in R: 65% and M: 64%. Lowest 25% made learning gains in R: 70% and M: 69%. The school raised their grade from a C the previous year to a B and qualified for school recognition.

Michelle Durni-Austin		
Full-time / School-based	Years as Coach: 0	Years at Current School: 1

Areas	Mathematics, Science
Credentials	M.Ed. Educational Leadership B. S. Elementary Education Certifications: elementary education, ESOL endorsement, Educational Leadership
Performance Record	Ms. Durni-Austin is new to her role as the math and science coach at AMMS. In the prior school year, she was the lead teacher for the 6th grade math team. In the 2012-2013 school year at Apopka Memorial Middle School, the school grade was a C (557 points) which is 3 points from a B. The percent of students meeting level 3 or higher was R: 54%, M: 51%, S: 39%, and W: 49%. Students making learning gains in R: 69% and M: 69%. Students in the lowest 25% making learning gains in R: 66% and M: 66%. The acceleration points went up from 74 points to 94 points as we expanded our course offerings. Our AMOs were met in reading for Asian and Hispanic students and in mathematics for Asian and White students. Her FCAT results for the 2012-2013 school year resulted in 19% of her students increasing their math achievement level from the 5th grade test and 30% of the students maintaining a level 3 or higher. Overall students learning gains were made by 60% of her students.

Sharon Alequin		
Full-time / School-based	Years as Coach: 0	Years at Current School: 18

Areas	Reading/Literacy
Credentials	M.Ed. Secondary Reading (currently in progress) B. S. Specific Learning Disabilities Certifications: elementary/secondary specific learning disabilities, elementary/secondary ESOL, reading endorsement
Performance Record	Ms. Alequin is new to her role as the reading coach this school year. She was a reading teacher in previous years at AMMS. In the 2012-2013 school year at Apopka Memorial Middle School, the school grade was a C (557 points) which is 3 points from a B. The percent of students meeting level 3 or higher was R: 54%, M: 51%, S: 39%, and W: 49%. Students making learning gains in R: 69% and M: 69%. Students in the lowest 25% making learning gains in R: 66% and M: 66%. The acceleration points went up from 74 points to 94 points as we expanded our course offerings. Our AMOs were met in reading for Asian and Hispanic students and in mathematics for Asian and White students. Her FCAT results for the 2012-2013 school year resulted in 27% of her students increasing their reading achievement level from the previous year's test and 29% made DSS gains. Overall students learning gains were made by 57% of her students. During the school year 2011-2012, Apopka Memorial Middle School, achieved an overall grade of B (565 points). The percent of students meeting level 3 or higher was R: 52%, M: 48%, W: 84%, S: 39%. Making learning gains in R: 65% and M: 64%. Lowest 25% made learning gains in R: 70% and M: 69%. The school raised their grade from a C the previous year to a B and qualified for school recognition.

Classroom Teachers

# of classroom teachers
57

 # receiving effective rating or higher
53, 93%

 # Highly Qualified Teachers
100%

 # certified in-field
57, 100%

 # ESOL endorsed
16, 28%

 # reading endorsed
4, 7%

 # with advanced degrees

21, 37%

 # National Board Certified

1, 2%

 # first-year teachers

5, 9%

 # with 1-5 years of experience

26, 46%

 # with 6-14 years of experience

22, 39%

 # with 15 or more years of experience

9, 16%

Education Paraprofessionals

# of paraprofessionals

5

 # Highly Qualified

5, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

12

 # receiving effective rating or higher

12, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

1. Opening 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. The person responsible for this step is our curriculum resource teacher.
2. 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. The person responsible for this step is the principal.
3. 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 OCPS) once a month to provide school specific training and classroom management ideas. The person responsible for this step is our curriculum resource teacher along with the reading and math/science coaches.
4. 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 person responsible for this step is our curriculum resource teacher along with the mentor teachers.

5. 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. The person responsible for this step is our curriculum resource teacher along with the reading and math/science coaches.

6. 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 quarter to work on unit plans and review student data. The person responsible for this step is our curriculum resource teacher along with the reading and math/science coaches.

7. 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 their actions or behaviors that have contributed to our students achievement and to our school improvement. The people responsible for this step are the principal, assistant principals and the resource teachers.

8. 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. The entire school staff are responsible for this step.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

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 following rationale:

1. Katherine Garner is paired with Michelle Durni-Austin who is our math and science coach. Ms. Garner is a first year teacher teaching intensive math this year. She will serve on a PLC with our math department chair as well as other teachers teaching this curriculum but we chose Ms. Austin as her mentor because she was hired after school had started. She needed support to get started in the classroom and the flexibility of our math and science coach fit her needs the best.

2. Angel Maldonado is paired with Heather Rideout who is the math department curriculum leader. Mr. Maldonado is a first year teacher teaching intensive math this year. They will serve on the same PLC and will collaborate on curriculum planning, data analysis and instructional strategies.

3. Rachel Parejko is paired with Brett Carrier who is our language arts department chair. Ms. Parejko is a beginning teacher and teaching 8th grade language arts this year. They will serve on the same PLC and will collaborate on curriculum planning, data analysis and instructional strategies.

4. Christine Steppi is paired with Jeanie Klinker who is our social studies department chair. Ms. Steppi is a first year teacher teaching 7th grade civics this year. As the department chair Ms. Klinker has experience in mentoring new teachers and will be the lead in the vertical PLC and will assist teachers in data analysis and instructional strategies as well as to give direction in curriculum planning.

5. Stacy Ward is paired with Brett Carrier who is our language arts department chair. Ms. Ward is a first year teacher teaching 7th grade language arts this year. They will serve on the same PLC and will collaborate on curriculum planning, data analysis and instructional strategies.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Our MTSS 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, numbers of retentions, "over age" for middle school, quarterly grades, standardized test scores, and parent requests for assistance.

The committee will focus meetings around one question: How do we develop and maintain a problem-solving system to overcome barriers and bring out the best in our school, our teachers, and in our students?

Once a student has been added to the target list, the committee will recommend interventions for the student or initiate data collection for decisions on interventions to be made after the data is considered. A case manager for the student will be named to follow-up on the implementation of the intervention or data collection process. That case manager will communicate with the student's teachers and work with them to implement the intervention and track the data to decide if it is working or not. The case manager will report back to the committee at the next meeting on progress.

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 benchmarks and those who are at moderate risk or at high risk for not meeting benchmarks; 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.

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 also facilitate the process of building consensus and increasing infrastructure throughout the school.

The MTSS committee will coordinate with the Curriculum Leaders Team as well as maintain communication with the School Advisory Council.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The members of the MTSS committee include: Kelly Pelletier, Principal; Lissette Villanueva, School Psychologist; Dana Rehm, School Social Worker; Patrice Knowles, Assistant Principal; Kelly Brown, Assistant Principal; Nicole Mirizio-Moody, ESE Staffing Specialist; Karen King, Guidance Counselor; Anne Leatherbarrow, SAFE Coordinator; Sandra Martinez, ESOL Compliance Teacher; Hollie Pearce, Curriculum Resource Teacher; Michelle Durni-Austin, AVID Coordinator and Math/Science Coach; Sharon Alequin, Reading Coach; Hollie Pearch, Curriculum Resource Teacher; Kathryn Woellner, Social Studies Teacher; Laura Donlon, Social Studies Teacher; Morgan Frank, Reading Teacher; Ashley Tallman, ESE Teacher; Jessica Schweitzer, Electives; Myron Miller, Title I Coordinator and 6th grade Dean.

The function and responsibility of each team member is as follows:

Principal and Assistant Principal : Provides a common vision for the use of data-based decision making; ensures that the school- based team is implementing MTSS; conducts assessment of MTSS skills of

school staff; ensures implementation of intervention support and documentation; ensures adequate professional development to support MTSS implementation; and communicates with parents regarding school-based MTSS plans and activities.

Content Area and Elective Teachers: Provide information about core instruction; participates in student data collection; delivers Tier 1, 2 and 3 interventions as needed; communicate with the parents of the students; assists with delivery of professional development for the staff on MTSS process.

Exceptional Student Education Teachers and Resource Support: Participates in student data collection; integrates core instructional activities/materials into Tier 3 instruction and collaborates with content area teachers to implement IEPs and other accommodations for identified students.

School Psychologist: Provides guidance on K-12 reading plan and the MTSS process; assists with planning behavior and other academic interventions; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

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; participates in the design and delivery of professional development; and provides support for implementation monitoring.

Student Services Personnel: Provide quality services and expertise on issues ranging from program design to assessment and intervention with individual students; works with school social workers to link child- serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success; arranges the meetings with the parents to keep them involved in the process and informed as to their child's progress toward goals.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The members of the MTSS committee will serve as support to the classroom teachers as they implement the differentiated tiers of instruction. Our school psychologist is also available to help with delivering PD or working with teachers to develop effective intervention plans.

Teachers will meet with the principal twice a month to review classroom data and progress monitoring for students at Tier 2 and 3. Graphs will be reviewed and recommendations made for changes if needed. Teachers can refer students to the team for further assistance. The team will meet with the teacher as well as the other teachers of the student and develop recommendations for the classroom teacher for new intervention techniques or possibly an outside of the classroom intervention group.

The MTSS team provided data for the SIP on: Tier 1, 2, and 3 interventions and goals; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligned processes and procedures.

The MTSS committee will update the SAC at least once a 9-week period on the progress of SIP goals related to the MTSS process. Members of the MTSS committee are also members of SAC, Leadership and Curriculum leaders teams. Through communication with all the committees and teams in place at the school, the MTSS committee will continue to develop and implement interventions for all students at AMMS.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

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:
1. Baseline data: Progress Monitoring and Reporting Network (PMRN/FAIR), 2013 Florida Comprehensive Assessment Test (FCAT 2.0), AMMS Writing assessments, CELLA, content area pre-tests, Oral reading fluencies, Read 180, attendance, tardies, behavior referrals, grades from the previous school year, and summer school data (if available).
2. Progress Monitoring: PMRN/FAIR, FCAT Simulation, classroom assessments, OCPS Benchmark assessments in Reading, Math and Science, Orange Writes!, OCPS mini-benchmark assessments, intervention group assessments, Oral Reading Fluencies, Read 180, System 44, Moby Max, numbers of referrals, absences, and tardies. Progress monitoring graphs will be kept and reviewed at least twice a month.
3. End of year: PMRN/FAIR, 2014 FCAT/EOC, CELLA, Read 180, System 44, Moby Max, numbers of referrals, absences, number of classes failed, and final grades.
Behavior: teachers have a behavior plan for the classroom that all students are expected to follow. When the classroom behavior expectations are not being met (Tier 1), the teacher will start a behavior folder on the student and start collecting data with a simple behavior plan (Tier 2), if the simple plan does not address the behavior issues, the MTSS committee will review the data and make suggestions as to a more detailed plan (Tier 3). Parents will be involved all along the way. Educational Planning Team meeting will be scheduled after enough data have been collected. Behavior coach from the District will be involved as well.
Behavior plans and options for intervention will be used from the resource books: Behavioral Response to Intervention: Creating a Continuum of Problem-solving and Support and Interventions: Evidence-based behavioral strategies for individual students. Both books are by Randy Sprick, Ph.D.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Our school psychologist will work with the MTSS committee to develop professional development sessions for the rest of the staff. The teacher members of the committee will be used to help model and promote the methods and teaching strategies that will support our students. Whole group professional development as well as small group/department professional development will be planned and implemented in the following areas: MTSS philosophy and overview of the process; differentiated instruction; making time for small group intervention; progress monitoring graphs and data collection; making instructional decisions based on your classroom data; increasing the rigor in classroom instruction; and building relationships within the classroom.
Professional development sessions will be delivered on Wednesday afternoons and during common planning time.
The MTSS committee will also evaluate the staff professional development needs based on classroom observation and student observation throughout the school year. We will conduct a school self assessment and belief survey to help guide the professional development offered.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Summer Program

Minutes added to school year: 8,400

We will offer summer school credit recovery for our students who have failed one or more classes during the school year. 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. We also offer additional reading support classes for students who scored level 1 on the FCAT, as well as enrichment classes through AVID in science and math for students who want to continue learning and stretching over the summer.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

Summer School Principal, guidance counselors, and summer school teachers.

Strategy: Before or After School Program

Minutes added to school year: 3,900

Our Boy's 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, small group clubs, board games, guest speakers and "in-house" field trips. The goal of the Boy's and Girls Club is to promote academic success, good character and citizenship, as well as healthy lifestyles.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

The Boy's 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.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal and the B & G Site Coordinator

Strategy: Before or After School Program
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 FCAT scores in the spring of this school year. There will be no more than 15 students in a tutoring group, which meets after school three days a week – Monday, Tuesday and Thursday – from 3:15 pm. until 4:45 pm. beginning October 14th, 2013. Students will work in small groups with curriculum designed to improve his/her reading comprehension or basic math skills.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this 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 (Rev It Up and Precision Teaching); one-on-one work with the teacher; completion of assignments. We will also monitor and analyze school wide assessments: OCPS Benchmark tests; FAIR; Read 180, System 44; mini-assessments; grades in core classes.

Who is responsible for monitoring implementation of this strategy?

Assistant Principal, Tutoring Program coordinator, and tutoring teachers.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Kelly Pelletier	Principal
Patrice Knowles	Assistant Principal
Kelly Brown	Assistant Principal
Hollie Pearce	CRT
Sharon Alequin	Literacy Coach
Michelle Durni-Austin	Math/Science Coach
Kaye Brown	Dean
Marcus Collins	Dean
Myron Miller	Dean
Nicole Mirizio-Moody	Staffing Specialist
Sandra Martinez	ESOL CT
Leslie Strenth	Guidance Chair
Brett Carrier	Language Arts Chair
Heather Rideout	Math Chair
Susan Townsend	Science Chair

Name	Title
Jeanie Klinker	Social Studies Chair
Jessica Schweitzer	Electives Chair

How the school-based LLT functions

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 Accelerated 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 Title I coordinator to bring activities to our extended media hours; 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

1. 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.
2. 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.
3. Review data collected on our core curriculum areas to see how closely we are meeting the 80% expectation (OCPS Benchmark results and FAIR scores); discuss and implement changes to core instruction based on the data; give suggestions to the MTSS team.
4. Implement small group instruction within the classroom structure to give differentiated assistance to students who are struggling or need to be challenged.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

All teachers are expected to provide student with many opportunities to engage in strengthening their literacy skills. Teachers will participate in a variety of professional development activities as well as discussions in their PLCs to develop and refine their skills in teaching reading to middle school students. Professional development will focus on implementing Close Reading instructional strategies daily and a complete Comprehension Instructional Sequence (CIS) lesson plan in all subjects at least once a quarter; using multiple texts over the course of a unit of instruction; and increasing text complexity as the school year progresses.
Administrators will be looking for the use of reading strategies in the classrooms while conducting informal and formal observations (writing for understanding, journals, KWL charts, think-pair-share, using vocabulary, Cornell notes). All teachers will plan lessons together in their subject area PLCs and will integrate Common Core standards for reading comprehension. Reading is an expectation in all classrooms, from chorus to agriculture, not just the responsibility of the core content teachers. Teachers are expected to work with struggling students in small groups to differentiate instruction as needed.
All social studies teachers are CARPD trained. Elective teachers target vocabulary building to assist in improving reading for all students as well as conducting Close Reading lessons. Our CRT is also a Reading coach who incorporates reading strategies during professional development by modeling their appropriate use throughout the PD sessions.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

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 9th 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. Once a month the students meet with their 2nd period teacher for a short period of time we call NESTS. This time is for advising and discussions of goal setting, academic reflection, and other topics.

Strategies for improving student readiness for the public postsecondary level

Our school engages in a variety of strategies to improve the college readiness of our students:
1. Academic advisement based on FCAT 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.
2. Students are advised to take electives based on their career interests.
3. Students are advised to apply to high school magnet programs base on their career interests.
4. Offer a variety of high school credit courses for our students to include: Honors Earth/Space Science, Honors Physical Science, Spanish I, Medical Skills and Services, Foundations of Agriculture, Fundamentals of Agriculture, Algebra I and Algebra II.
5. 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.
6. Offer 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.
7. Create a college going atmosphere with pennants and posters displayed on walls of hallways, cafeteria, media center and the In School Suspension room.
8. Create 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.
9. Our ESOL curriculum resource teacher hosts a high school and post-secondary planning event for parents of ELL 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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	54%	No	63%
American Indian				
Asian	70%	73%	Yes	73%
Black/African American	51%	43%	No	56%
Hispanic	53%	47%	No	57%
White	72%	69%	No	75%
English language learners	36%	14%	No	42%
Students with disabilities	38%	20%	No	44%
Economically disadvantaged	51%	47%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	295	30%	33%
Students scoring at or above Achievement Level 4	245	25%	28%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	628	69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	159	66%	69%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	41	59%	62%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	13	19%	22%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	23	33%	36%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	511	49%	52%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		0%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	53%	51%	No	57%
American Indian				
Asian	63%	67%	Yes	66%
Black/African American	43%	38%	No	49%
Hispanic	51%	42%	No	56%
White	62%	69%	Yes	66%
English language learners	36%	15%	No	42%
Students with disabilities	37%	20%	No	43%
Economically disadvantaged	47%	44%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	273	27%	30%
Students scoring at or above Achievement Level 4	194	19%	22%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	628	69%	72%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	155	66%	69%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	210	20%	23%
Middle school performance on high school EOC and industry certifications	199	96%	99%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	111	63%	66%
Students scoring at or above Achievement Level 4	59	34%	37%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	*[data excluded for privacy reasons]*		0%
Students scoring at or above Achievement Level 4	33	97%	100%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	76	22%	25%
Students scoring at or above Achievement Level 4	56	16%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		5
Participation in STEM-related experiences provided for students	20	2%	10%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	245	23%	26%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	0	0%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	147	13%	10%
Students who fail a mathematics course	10	1%	0%
Students who fail an English Language Arts course	3	0%	0%
Students who fail two or more courses in any subject	22	2%	0%
Students who receive two or more behavior referrals	187	18%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	137	13%	10%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We are a Title 1 school and have submitted and will use our Title 1 Parent Involvement Plan to meet the requirements of this section.

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), extended media hours to attend, 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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
PTSA memberships	224	21%	24%
ELL parents attending Parent Leadership Council meetings	32	25%	28%
Parents logging into Progress Book	632	61%	64%

Goals Summary

G1. Teachers will incorporate rigorous activities and questions into their lesson plans in order to strengthen our core academic instruction and to improve student achievement in all areas.

G2. Math teachers will incorporate identified Common Core State Standards in mathematics that support future Algebra I skills and knowledge of algebraic concepts into their lesson and unit plans to improve student achievement in all areas.

Goals Detail

G1. Teachers will incorporate rigorous activities and questions into their lesson plans in order to strengthen our core academic instruction and to improve student achievement in all areas.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

- Social Studies

- U.S. History EOC

- Civics EOC

- Science

- Science - Elementary School

- Science - Middle School

- Science - High School

- Science - Biology 1 EOC

- STEM

- STEM - All Levels

- STEM - High School

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

- EWS - High School

- EWS - Graduation

- Additional Targets

Resources Available to Support the Goal

- Instructional Coaches, Administrators, feedback on classroom observations, deliberate practice goals and activities, professional learning opportunities in creating rigorous instruction, peer feedback, professional development courses on Professional Develeopment Services on-line, reading professional journal articles, common planning time with grade level Professional Learning Communities to develop unit plans, quarterly 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

- Teachers knowledge of the Common Core State Standards and the depth of knowledge levels where instruction should be happening.

- Teachers lack a deep understanding of the elements in Marzano's Art and Science of Teaching Framework that support rigorous instruction.

Plan to Monitor Progress Toward the Goal

Analyze a variety of student achievement data: OCPS benchmark data, FAIR, Read 180, System 44, mini-assessments, grades. Classroom observation data will show an increase in the use of higher levels of rigor in classroom instruction.

Person or Persons Responsible
Administrators, Instructional Coaches, Classroom teachers

Target Dates or Schedule:
Monthly throughout the year

Evidence of Completion:
Increased student achievement scores and iObservation ratings at the applying level.

G2. Math teachers will incorporate identified Common Core State Standards in mathematics that support future Algebra I skills and knowledge of algebraic concepts into their lesson and unit plans to improve student achievement in all areas.

Targets Supported
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal
- Instructional Coaches, Administrators, feedback on classroom observations, deliberate practice goals and activities, professional learning opportunities in creating rigorous 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, quarterly 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
- Teachers struggle planning for and incorporating small group intervention into the regular class period.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
Math/Science coach, administrators, math teachers

Target Dates or Schedule:
monthly

Evidence of Completion:
Increased student achievement scores and iObservation ratings at the applying level.

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. Teachers will incorporate rigorous activities and questions into their lesson plans in order to strengthen our core academic instruction and to improve student achievement in all areas.

G1.B2 Teachers knowledge of the Common Core State Standards and the depth of knowledge levels where instruction should be happening.

G1.B2.S1 Use the resource guide to Webb's Depth of Knowledge to build teacher's knowledge of activities and questions to incorporate into lessons in order to raise the levels of rigor.

Action Step 1

Professional Development sessions will be held on the use of the resource Guide to Webb's Depth of Knowledge and sessions on revising lesson plans to incorporate the appropriate depths of knowledge to match the standard being taught.

Person or Persons Responsible

Curriculum Resource Teacher, Math/Science coach, Reading coach, Administrators, Classroom teachers

Target Dates or Schedule

September through December 2013

Evidence of Completion

Hand outs, sign in sheets, reflections from the professional development sessions, lesson and unit plans, classroom observation data

Facilitator:

Curriculum Resource Teacher

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Review reflection and feedback from the classroom teachers, analyze the classroom observation data collected, review of lesson and unit plans.

Person or Persons Responsible

Curriculum Resource Teacher, Math/Science coach, Reading coach, Administrators

Target Dates or Schedule

Monthly

Evidence of Completion

unit plans, classroom observation data, professional learning community notes

Plan to Monitor Effectiveness of G1.B2.S1

Monitor student achievement data

Person or Persons Responsible

Curriculum Resource Teacher, Math/Science coach, Reading coach, Administrators, Classroom teachers

Target Dates or Schedule

Twice a month data meetings and weekly professional learning community meetings

Evidence of Completion

OCPS Benchmark data, mini-assessments, FAIR, grades, classroom assessments

G1.B2.S2 Use the coaching model and feedback from peers and administrators to refine and strengthen teacher implementation of Common Core State Standards and Webb's Depth of Knowledge.

Action Step 1

Structure time for grade level professional learning communities to observe each others lessons along with an instructional coach and have a discussion after the observations.

Person or Persons Responsible

Curriculum Resource Teacher, Math/Science coach, Reading Coach, Administrators and Teachers.

Target Dates or Schedule

November 2013 and January 2014

Evidence of Completion

Teacher reflections from the lesson observation session. Lesson plans incorporating student activities at the appropriate level of rigor. Professional Learning Community planning notes.

Facilitator:

Instructional Coaches and Administrators

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Review reflection and feedback from teachers; analyze iObservation data collected for identified elements; review lesson and unit plans.

Person or Persons Responsible

Administrators and Instructional Coaches.

Target Dates or Schedule

Monthly throughout the year.

Evidence of Completion

Unit plans, iObservation data and Professional Learning Community planning notes.

Plan to Monitor Effectiveness of G1.B2.S2

Monitor student achievement data.

Person or Persons Responsible

Administrators, Instructional Coaches and Classroom Teachers.

Target Dates or Schedule

Twice a month data meetings and weekly professional learning community meetings.

Evidence of Completion

OCPS benchmark data, mini assessments, FAIR results, grades and classroom assessments.

G1.B6 Teachers lack a deep understanding of the elements in Marzano's Art and Science of Teaching Framework that support rigorous instruction.

G1.B6.S1 Offer professional development on the identified elements that support rigor in classroom instruction.

Action Step 1

Professional development sessions held to go in-depth on the identified elements that support rigor in the classroom.

Person or Persons Responsible

Curriculum Resource Teacher, Math/Science Coach, Reading Coach, Administrators

Target Dates or Schedule

October and November 2013

Evidence of Completion

Handouts, sign in sheets, and reflections from the PD session. Lesson plans incorporating student activities from the identified elements at the appropriate levels of rigor. PLC planning notes.

Facilitator:

Curriculum Resource Teacher

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G1.B6.S1

Review reflection and feedback from the classroom teachers; analyze iObservation data collected for the identified elements; review lesson and unit plans.

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

monthly throughout the year

Evidence of Completion

unit plans, iObservation data, PLC notes

Plan to Monitor Effectiveness of G1.B6.S1

Monitor student achievement data

Person or Persons Responsible

Administrators, Instructional Coaches, Classroom Teachers

Target Dates or Schedule

Twice a month data meetings and weekly PLC meetings

Evidence of Completion

OCPS benchmark data, mini-assessments, FAIR results, grades, classroom assessments

G1.B6.S2 Use the coaching model and feedback from peers and administrators to refine and strengthen teacher implementation of the Teaching Framework.

Action Step 1

Structure time for grade level professional learning communities to observe each others lessons along with an instructional coach and have a discussion after the observations.

Person or Persons Responsible

Curriculum Resource Teacher, Math/Science Coach, Reading Coach, Administrators

Target Dates or Schedule

November 2013 and January 2014

Evidence of Completion

Teacher reflections from the lesson observation session. Lesson plans incorporating student activities at the appropriate levels of rigor. Professional Learning Community planning notes.

Facilitator:

Instructional Coaches, Administrators

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G1.B6.S2

Review reflection and feedback from the classroom teachers; analyze iObservation data collected for the identified elements; review lesson and unit plans.

Person or Persons Responsible

Administrators and Instructional Coaches

Target Dates or Schedule

monthly throughout the year

Evidence of Completion

unit plans, iObservation data, Professional Learning Community notes

Plan to Monitor Effectiveness of G1.B6.S2

Monitor student achievement data

Person or Persons Responsible

Administrators, Instructional Coaches, Classroom Teachers

Target Dates or Schedule

Twice a month data meetings and weekly Professional Learning Community meetings

Evidence of Completion

OCPS benchmark data, mini-assessments, FAIR results, grades, classroom assessments

G2. Math teachers will incorporate identified Common Core State Standards in mathematics that support future Algebra I skills and knowledge of algebraic concepts into their lesson and unit plans to improve student achievement in all areas.

G2.B3 Teachers struggle planning for and incorporating small group intervention into the regular class period.

G2.B3.S1 Use data from interim-assessments to identify student misconceptions in conceptual knowledge of the identified standards.

Action Step 1

Data meetings will be held after each interim assessment by grade level to analyze the item analysis and create an action plan to reteach through small groups the skills needing remediation.

Person or Persons Responsible

Math/Science Coach, administrators, math teachers.

Target Dates or Schedule

Quarterly

Evidence of Completion

OCPS Math Benchmark, interim assessments, classroom grades, computer assisted instruction data reports.

Facilitator:

Math/Science Coach, grade level professional learning community

Participants:

math teachers

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

Collect data meeting notes, lesson and unit plans showing plan for small group intervention.

Person or Persons Responsible

Math/Science coach, administrators

Target Dates or Schedule

Monthly

Evidence of Completion

Unit plans, data meeting notes

Plan to Monitor Effectiveness of G2.B3.S1

Monitor student achievement data, lesson and unit plans.

Person or Persons Responsible

Math/Science coach, administrators, math teachers

Target Dates or Schedule

Monthly

Evidence of Completion

OCPS Math Benchmark results, interim assessment results, computer assisted instruction reports.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

1. Title I, Part A: AMMS is a Title I school and we received money for the 2013-2014 school year to spend on implementing our school improvement goals. This year Title I money is being spent on an additional science teacher, the school wide tutoring program, three instructional coaches to work with the teachers, our SAFE Coordinator, money for teachers to attend professional conferences, money for substitutes to allow teachers to plan lessons together, money for buses for the tutoring program or to go on field trips and parent involvement materials. Title I money will also pay for us to hold extended Media Center hours once a week in the evenings. This extra time allows us to invite the families into our Media Center to read, work on homework, use the computers, check out books and participate in special events. We also have funding for Academic Tutoring Services and are running our own after school tutoring program. Tutoring will happen 3 days a week for an extra hour and 15 minutes each day. Instruction will be in reading and mathematics. We adhere to all the Title I program requirements and collect all required documentation throughout the school year. We work with the Title I department of Orange County Public Schools through monthly check points and compliance monitoring. We have Universal Breakfast through Title I, all of our students can eat breakfast for free everyday.
2. 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.
3. Title I, Part D: AMMS does not receive Title I, Part D dollars.
4. Title II: AMMS uses funds to extend summer school and offer two sessions a day rather than just one. We also hire substitutes teachers for classroom teachers to participate in training and development on Common Core State Standards and PLC planning days focused on improving instruction. Title II money from the district level also benefits our school by paying for substitutes so that teachers can attend a variety of content area staff development programs organized by the district.
5. 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.
6. Title VI, Part B: AMMS does not receive Title VI, Part B dollars.
7. 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, bussing 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.
8. Supplemental Academic Instruction (SAI): Our school uses the SAI money for an additional Language Arts 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.
9. 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. 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. We have a School Resource Officer on campus everyday and he assists with violence prevention education of students and parents as well.

10. 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. Our students all eat breakfast for free each day since we are a provision 1 school.

11. Housing Programs: AMMS does not have a housing program.

12. Head Start Program: AMMS does not have a Head Start program.

13. Adult Education: AMMS does not have any adult education programs. We do educate our parents in a variety of ways through committees, interest sessions, and parent workshops.

14. 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 Introduction to Technology and Explorations of Technology. 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.

15. Job Training: AMMS does not have a job training program.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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 lesson plans in order to strengthen our core academic instruction and to improve student achievement in all areas.

G1.B2 Teachers knowledge of the Common Core State Standards and the depth of knowledge levels where instruction should be happening.

G1.B2.S1 Use the resource guide to Webb's Depth of Knowledge to build teacher's knowledge of activities and questions to incorporate into lessons in order to raise the levels of rigor.

PD Opportunity 1

Professional Development sessions will be held on the use of the resource Guide to Webb's Depth of Knowledge and sessions on revising lesson plans to incorporate the appropriate depths of knowledge to match the standard being taught.

Facilitator

Curriculum Resource Teacher

Participants

All Teachers

Target Dates or Schedule

September through December 2013

Evidence of Completion

Hand outs, sign in sheets, reflections from the professional development sessions, lesson and unit plans, classroom observation data

G1.B2.S2 Use the coaching model and feedback from peers and administrators to refine and strengthen teacher implementation of Common Core State Standards and Webb's Depth of Knowledge.

PD Opportunity 1

Structure time for grade level professional learning communities to observe each others lessons along with an instructional coach and have a discussion after the observations.

Facilitator

Instructional Coaches and Administrators

Participants

Classroom Teachers

Target Dates or Schedule

November 2013 and January 2014

Evidence of Completion

Teacher reflections from the lesson observation session. Lesson plans incorporating student activities at the appropriate level of rigor. Professional Learning Community planning notes.

G1.B6 Teachers lack a deep understanding of the elements in Marzano's Art and Science of Teaching Framework that support rigorous instruction.

G1.B6.S1 Offer professional development on the identified elements that support rigor in classroom instruction.

PD Opportunity 1

Professional development sessions held to go in-depth on the identified elements that support rigor in the classroom.

Facilitator

Curriculum Resource Teacher

Participants

All teachers

Target Dates or Schedule

October and November 2013

Evidence of Completion

Handouts, sign in sheets, and reflections from the PD session. Lesson plans incorporating student activities from the identified elements at the appropriate levels of rigor. PLC planning notes.

G1.B6.S2 Use the coaching model and feedback from peers and administrators to refine and strengthen teacher implementation of the Teaching Framework.

PD Opportunity 1

Structure time for grade level professional learning communities to observe each others lessons along with an instructional coach and have a discussion after the observations.

Facilitator

Instructional Coaches, Administrators

Participants

All teachers

Target Dates or Schedule

November 2013 and January 2014

Evidence of Completion

Teacher reflections from the lesson observation session. Lesson plans incorporating student activities at the appropriate levels of rigor. Professional Learning Community planning notes.

G2. Math teachers will incorporate identified Common Core State Standards in mathematics that support future Algebra I skills and knowledge of algebraic concepts into their lesson and unit plans to improve student achievement in all areas.

G2.B3 Teachers struggle planning for and incorporating small group intervention into the regular class period.

G2.B3.S1 Use data from interim-assessments to identify student misconceptions in conceptual knowledge of the identified standards.

PD Opportunity 1

Data meetings will be held after each interim assessment by grade level to analyze the item analysis and create an action plan to reteach through small groups the skills needing remediation.

Facilitator

Math/Science Coach, grade level professional learning community

Participants

math teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

OCPS Math Benchmark, interim assessments, classroom grades, computer assisted instruction data reports.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Teachers will incorporate rigorous activities and questions into their lesson plans in order to strengthen our core academic instruction and to improve student achievement in all areas.	$14,800
G2.	Math teachers will incorporate identified Common Core State Standards in mathematics that support future Algebra I skills and knowledge of algebraic concepts into their lesson and unit plans to improve student achievement in all areas.	$1,350
	Total	$16,150

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title I budget	$6,000	$6,000
Title II budget	$5,600	$5,600
General Budget	$4,550	$4,550
General budget	$0	$0
Total	$16,150	$16,150

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Teachers will incorporate rigorous activities and questions into their lesson plans in order to strengthen our core academic instruction and to improve student achievement in all areas.

G1.B2 Teachers knowledge of the Common Core State Standards and the depth of knowledge levels where instruction should be happening.

G1.B2.S1 Use the resource guide to Webb's Depth of Knowledge to build teacher's knowledge of activities and questions to incorporate into lessons in order to raise the levels of rigor.

Action Step 1

Professional Development sessions will be held on the use of the resource Guide to Webb's Depth of Knowledge and sessions on revising lesson plans to incorporate the appropriate depths of knowledge to match the standard being taught.

Resource Type

Professional Development

Resource

Purchased Gide to Webb's Depth of Knowledge flip charts: substitutes for teacher planning time.

Funding Source

General Budget

Amount Needed

$3,200

G1.B6 Teachers lack a deep understanding of the elements in Marzano's Art and Science of Teaching Framework that support rigorous instruction.

G1.B6.S1 Offer professional development on the identified elements that support rigor in classroom instruction.

Action Step 1

Professional development sessions held to go in-depth on the identified elements that support rigor in the classroom.

Resource Type

Professional Development

Resource

Substitutes for teacher release time

Funding Source

Title I budget

Amount Needed

$6,000

G1.B6.S2 Use the coaching model and feedback from peers and administrators to refine and strengthen teacher implementation of the Teaching Framework.

Action Step 1

Structure time for grade level professional learning communities to observe each others lessons along with an instructional coach and have a discussion after the observations.

Resource Type

Professional Development

Resource

Substitutes for release time

Funding Source

Title II budget

Amount Needed

$5,600

G2. Math teachers will incorporate identified Common Core State Standards in mathematics that support future Algebra I skills and knowledge of algebraic concepts into their lesson and unit plans to improve student achievement in all areas.

G2.B3 Teachers struggle planning for and incorporating small group intervention into the regular class period.

G2.B3.S1 Use data from interim-assessments to identify student misconceptions in conceptual knowledge of the identified standards.

Action Step 1

Data meetings will be held after each interim assessment by grade level to analyze the item analysis and create an action plan to reteach through small groups the skills needing remediation.

Resource Type

Professional Development

Resource

Substitutes for release time

Funding Source

General budget

Amount Needed

$1,350