Apopka Middle

2017-18 Schoolwide Improvement Plan

Apopka Middle

425 N PARK AVE, Apopka, FL 32712

https://apopkams.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	79%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	74%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	B

*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Apopka Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - [LaShawn Russ-Porterfield](#)	- 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.

To create a nourishing learning environment, it is imperative for our teachers and other school staff to become familiar with the culture and customs of the various ethnic backgrounds of students on campus. In order to assist our teachers and staff in developing an understanding and appreciation for our students, we have a variety of processes and practices in place. We offer professional development for teachers on the behavior and mindset of middle school students; setting classroom guidelines and expectations; teaching strategies for teaching limited English proficient students in the areas of math and other core subjects. We also conduct sessions on cultural awareness for teachers and other staff members which includes: general behaviors of Limited English Proficient students at each stage of language acquisition; an understanding of social etiquette like proximity and hand gestures when speaking; the cultural norms of the students in our school; and the acculturation of newcomers to our school.

Teachers are aware of cultural holidays and create awareness of differences between students by creating a comfortable classroom environment. We also have a bilingual paraprofessional for students who are not native English speakers for assistance when testing and participating in other class activities. Our staff members offer interpretive services for parents and teachers during parent conferences where we learn about students from their families. We are also using Restorative Justice Practices as a part of our discipline procedures in order to focus on rebuilding relationships that have been damaged by an incident.

Our school survey results from 2016-2017 showed for parents, seventy-nine percent of these stakeholders felt that the teachers and students worked on building cultural relationships with one another; for staff, seventy-four percent felt that teachers were building cultural relationships with students. Whereas only sixty-five percent of students felt that their teachers were building cultural relationships with them. Improving the relationships with students will be a focus this year and we have implemented a new process called "Advisory". All teachers have been assigned an advisory group of 20 to 25 students and will meet with them each month. Advisory will cover character education, prepare students for a CAPE Digital Tool certificate, celebrate birthdays and successes and give the students an adult to connect with and monitor their academic progress.

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

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

ways we create an environment conducive to learning. Before school teachers are on duty in the hallways and strategic places on campus. Students report to cafeteria or the patio where they are supervised until the first bell. A school Resource Officer is on campus and available to assist where needed. During school hours, teachers are on duty at the door/entry to the classrooms, administrators and support school team members are stationed for duty at various areas throughout the campus as well as teachers with a planning period are stationed at the stairwells. Counselors, Deans, Administrators, and our SAFE Coordinator are available to assist in classrooms where needed and a School Resource Officer is present on campus for support. After school, administrators and support school team members are stationed for duty at various areas throughout the campus. Our School Resource Officer is across the street at a local business monitoring our students and helping us maintain a positive relationship with the community surrounding the school.

We have implemented CHAMPS school wide this year in order to teach the students a consistent expectation for behavior. This was an area of focus from our Best Practices for Inclusive Education (BPIE) school self assessment. Students were taught the school rules and procedures through grade level meetings with the deans the first week of school and constant reminders in the classrooms. All classrooms also have CHAMPS procedures for regular classroom routines so the students know what is expected.

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

Based on the data collected from the stakeholder feedback survey, seventy-two percent of the staff, seventy-seven percent of parents and fifty percent of students felt our school creates a safe and respectful learning environment before, during and after school. This is also an area in need of improvement for the school. We have three deans in place this year to focus on Restorative Justice and also implementing the OCPS Code of Conduct.

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.

Apopka Memorial Middle School (AMMS) has established rules and expectations that have been implemented school wide. Teachers received posters outlining each rule, and have them displayed in their classrooms. Each classroom and also schoolwide CHAMPS routines are in place.

Additionally, teachers were asked to generate classroom management plans within their Professional Learning Communities, outlining behavioral and classroom procedures, in order to keep these procedures unified within the grade level subjects.

Furthermore, grade level deans coordinated discipline seminars, conducted for each grade level.

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

Grade levels deans met with teachers during pre-planning and outlined a sequence of steps teachers must follow in order to write a discipline referral for a student. Teachers were given a series of intervention strategies they must employ before writing a discipline referral. Deans and our PASS teacher will implement Restorative Justice Circles which provide an alternative to in/out of school suspensions for at risk students.

This school year, we have implemented CHAMPS as a school wide model. Teachers attended training and are implementing these processes in their classrooms this school year. The CHAMPS committee will meet periodically throughout the school year to monitor the implementation and take suggestions from teachers as we continue to strengthen this process.

Based on the data collected from the stakeholder feedback survey, our staff and parents both felt that our school-wide behavioral system was effective with seventy-three percent of the staff and eighty-one percent of the parents agreed. The student survey results showed sixty-one percent agreeing that the school rules are applied to everyone equally. We are implementing the CHAMPS process throughout the whole school and have added Deans for each grade level to improve these statistics.

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

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

Mentoring is organized through our Advisory program. Each student in the school will be assigned to a small group with a teacher as a mentor. The advisor will check on the students' academic progress, sign student planners and communicate as an advocate with the students' teachers and parents. This year we will be delivering character education curriculum, goal setting and CAPE instruction through Advisory groups as well. Our school also provides for our Exceptional Education students who need it, a Social Personal course as part of their academic curriculum which teaches social and coping skills.

Based on the data collected from the stakeholder feedback survey, students responded to this question with sixty-six percent agree that our school met their emotional needs. Seventy-nine percent of parents strongly agreed that we met the needs of our students. Staff also agreed with seventy-one percent in this category. We have a definite disconnect between the students and the adults in the school. For this reason, we have implemented the Advisory groups.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

Overall among all stakeholders, the survey data collected was low in this area. Thirty-seven percent of staff, thirty-one percent of parents and twenty-four percent of students felt that aspects of the early warning system are employed to improve the students' academic performance. Part of this low score may be a lack of communication about the process with the stakeholders. We will work with the School Advisory Council, the PTSA and the students to ensure they understand how the school is here to help them achieve success. The Advisors will also be tracking student progress through Advisory group time each month.

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	62	79	99	0	0	0	0	240
One or more suspensions	0	0	0	0	0	0	68	80	74	0	0	0	0	222
Course failure in ELA or Math	0	0	0	0	0	0	73	83	68	0	0	0	0	224
Level 1 on statewide assessment	0	0	0	0	0	0	127	140	126	0	0	0	0	393

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	93	107	105	0	0	0	0	305

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

Apopka Memorial Middle School (AMMS) has employed a variety of intervention strategies in order to improve the academic performance of students identified by the early warning system. The MTSS committee will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and implement new processes in order to help these identified students. The committee will coordinate with the department leaders as well as maintain communications with the School Advisory Council.

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

Teachers are also part of the process and will meet in grade level Professional Learning Communities (PLCs) weekly and in department PLCs once a month to engage in the following activities: Review of recent data to link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding standards and those who are at moderate risk or at high risk for not meeting standards; plan intervention delivery through small group instruction or computer based programs; plan extensions of learning for the students who are exceeding standards; and plan units of instruction with differentiated activities based on the data. 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. The PLC will also identify students to refer to the MTSS committee for further assistance.

Advisory groups have been created and will meet once a week with their advisor. The advisor will assist these students with any needs they have, and track their behavior and grades. Students are also enrolled in a Learning Strategies class or may have an ESE teacher come to their core content class to assist them while learning new content.

Through the MTSS committee, we have an attendance contract that is put in place when a student has missed 10 absences. A committee member will meet with the students and have them sign the contract. As the student improves his or her attendance, we celebrate. Our school social worker also works with families of students with multiple absences. She can help with needed services and set up academic plans for students who are medically fragile and miss days due to illness.

Students who are failing core classes have course recovery options as well as tutoring and small group assistance from the classroom teacher. We also have an academic contract that can be put in place with the teacher of the failing class and the student. The teacher conferences with the student and they agree on some intervention strategies and both sign the contract.

Students who have behavioral needs are assisted with individualized behavior plans and tracking forms. Our ESE Staffing specialist and our School Psychologist work with the teachers to develop behavior plans that are manageable and goal specific. Our district behavior coach is consulted as needed for additional strategies.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

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

We have the following activities and opportunities for parents to be involved with our school and their child's education: report cards and assessments data discussed at parent conferences; FSA Parent Information Night; Open House; Curriculum Night; School Advisory Committee; Parent, Teacher, Student Association; Future Farmers of America Meetings; Parent Leadership Council for parents of LEP students; weekly announcements and reminders (phone, email and text) via our district automated phone system; Restorative Justice circles to address behavioral concerns; access to progressbook, Schoology, Moodle and other classroom websites; a variety of parent workshops on different topics of interest; and child study team meetings or intervention meetings with the MTSS team.

Based on the data collected from the stakeholder feedback survey, sixty-nine percent of the parents and staff agreed that we are engaging families in meaningful ways in their children's education and keeping them informed of their children's learning progress. Sixty-four percent of students felt we were doing this as well. We have increased satisfaction in this area but further effort to communicate and involve the community are necessary. This is an area we will continue to improve with communication through media outlets (Twitter, Remind 101, Facebook, Connect Orange and PTSA emails).

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.

Our SAFE Coordinator and our school social worker have partnerships with many community organizations such as the Hope Community Center, Loaves and Fishes food pantry, The Love Pantry and Kids Closet. We work with local organizations to provide assistance to families when they need it: food pantry, clothes, presents at the holidays, holiday meals, bus passes, and other help as needed. Our school participates in Teach In every year and brings in guest speakers from the community to talk to the students about their jobs and professions. This is a great way to get our community members into the school and allow them to see the students in a different environment.

We have a teacher who sits on the Education Committee for the City of Apopka. She attends the meetings and brings our school needs to the attention of the community members who sit on this committee. Our school is a member of the Apopka Area Chamber of Commerce and their members are responsive to needs we may have as well. Our School Board member also lives in the community and works on our behalf to secure campus beautification items like mulch and plants.

Our Partners in Education Coordinator is working to establish new community partnerships and maintain the ones we currently have in place. He meets with local churches, organizations and businesses to see how we can benefit each other. Our school is rented by many of the local community members through facility rental agreements. It's a benefit to us and to them to be able to use our beautiful school for events, sports practices, and meetings.

Based on the data collected from the stakeholder feedback survey, eighty-one percent of parents, and seventy-two percent of parents agreed that the school provides support and resources to meet school and student needs. Sixty-three percent of students felt we were doing this well. We have increased satisfaction in this area and plan to improve in this area by partnering with Boys & Girls Club to increase

student participation in after school clubs and extracurricular events including transportation. Students will be polled to determine interests in after school clubs and events.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Pelletier, Kelly	Principal
Pearce, Hollie	Instructional Coach
Collins, Marcus	Dean
Hearn, Theresa	Assistant Principal
Rideout, Heather	Instructional Coach
Gentile, Lissette	Instructional Coach
Neal, Troy	Dean
King, Karen	School Counselor
Leatherbarrow, Anne	School Counselor
Mirizio-Moody, Nicole	Instructional Coach
Sears-Coleman, Adrienne	Dean
Nelson, Martha	Assistant Principal

b. Duties

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

The School Leadership Team meets weekly to discuss supervision, instructional walk-through trends, concerns with specific teachers or students, supervision issues, upcoming events, evening activity supervision, direction from the district and summarize any committee meetings that have happened that week. The roles are responsibilities of each member of the team are described below.

Principal and Assistant Principals: Provides a common vision for the use of data-based decision making; supervision, evaluation and coaching of all instructional personnel; manage and maintain all school facilities; ensure the safety and security of all staff and students; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and enrichment activities as well as collecting documentation; ensures adequate professional development to support core instruction and implementation of new programs or curriculum; collaborate with the Professional Learning Communities to gain input and suggestions from the teachers; and communicates with parents regarding school-based plans and activities.

Instructional Coaches and CRT: Develops, leads, and evaluates school core curriculum programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with screening assessments that provide data; assists in the design and implementation for progress monitoring,

data collection, and data analysis; supports all new teachers and serves as the instructional coach for alternative certification teachers; manages and coordinates volunteers to assist in the classrooms; participates in the design and delivery of professional development; and provides support for implementation monitoring of all programs and curriculum.

Deans: Develop, support and monitor our school wide discipline plan; develop a school wide student motivational program; monitor and analyze the discipline data on a regular basis; coordinate the Behavior Leadership Team; observe in classrooms in order to offer suggestions to teachers on classroom management plans; communicate with parents and students on a regular basis in regards to behavior and behavioral concerns; serve on the administrative leadership team; serve on the CHAMPS committee; and uphold our district's Student Code of Conduct. They also conduct Restorative Justice circles on a regular basis between students, students and teachers and also get the parents involved. They work closely with our teacher in the PASS program, which is our in-school suspension room. The PASS teacher conducts RJ circles daily and collaborates with the ESE teacher and classroom teachers to ensure the students are keeping up with classroom instruction.

Guidance Counselors and SAFE Coordinator: implement our comprehensive guidance programs; conduct career education lessons; coordinate the transition programs for incoming 6th grade students and 8th grade going to HS; coordinate counseling services with outside agencies; coordinate the 504 plans for all students; assist teacher with special accommodations for students; counsel students and parents; coordinate our Homeless programs and community outreach and serve on the administrative leadership team.

ESE and ESOL Compliance and Support Specialists: attend all district training and meeting for these compliance areas; organize all paperwork and support services for the ESE and ESOL students; monitor and coordinate the work of our paraprofessionals; ensure our FTE reports are clean of any violations; support teachers with strategies and accommodations for ESOL and ESE students in the classrooms and serve on the administrative leadership team.

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.

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

At Apopka Memorial Middle School (AMMS), the early warning system is run through the MTSS team which is led by Hollie Pearce, our Curriculum Resource Teacher, and is comprised of administrators, resource teachers, social worker, school psychologist, behavior coach and teachers. The team meets once a month to discuss academic and behavioral concerns, to make a plan for the students and decide what data needs to be collected and reviewed. This may involve tutoring after school, course recovery, sending in a paraprofessional to assist in the classroom, or changing a student's schedule. We also have a budget committee which is led by Kelly Pelletier, our Principal and includes teachers and staff members. This committee meets in the Spring semester to look at our proposed budget for the next school year, gather input from the faculty and staff and make decisions about programs and

numbers of teachers.

We do coordinate with a variety of federal, state and local programs as well, these are described in the following paragraphs.

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

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

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

Title X- Homeless: Our school works with the Orange County Public Schools Homeless department to make sure we are providing services to any of our students who may become homeless. These services include free breakfast and lunch, busing to and from their temporary accommodations to our school, and other services as needed. Our school homeless coordinator and our registrar work with families who may find themselves in need of this assistance. We also identify families through their responses on the Student Residency Questionnaire which is sent home twice a year and is also included in our registration packet. AMMS participates in the McKinney-Vento Program. The McKinney-Vento Program also assists families in need with school supplies, shelter, transportation, and other school/home related necessities.

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

Violence Prevention Programs: We have discipline deans for each grade level and they work directly with the students and parents on discipline related issues. Each dean counsels students and can refer them to the SAFE Coordinator as needed or conducts a Restorative Justice circle. The deans meet with students in small groups for character education, goal setting and violence prevention. They make use of no contact contracts, parent communication and teacher classroom assistance to prevent issues from escalating. Our SAFE Coordinator can offer assistance to families in a variety of ways including counseling services, bully prevention, and Back on Track programming. Our school participates in Restorative Justice Practices which provide an alternative to in/out of school suspensions for at risk students. We have a School Resource Officer on campus every day and he assists with violence prevention education of students and parents as well. We are also participating in Learning for Life curriculum. This federally funded program provides us with character education and leadership training lessons for our students which are delivered monthly through our Advisory groups.

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 every day.

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

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kelly Pelletier	Principal
Lois Davies	Education Support Employee
Anne Leatherbarrow	Teacher
April Cooke	Parent
Monica Gibbs-Godfrey	Parent
Lisa Turner	Parent
Lissette Gentile	Teacher
Jodi Perez	Parent
Carmen Benitez	Parent
Michelle Bellemore	Parent
Dana Williams	Parent
Elizabeth Torres Quiles	Parent
Kathleen Bean	Parent
Deborah Ring	Parent
Mark Ring	Parent
Leigh Burritt	Parent
Jill Ormachea	Parent
Monique Tyson	Parent
Tyrone Greene	Business/Community
Marcus Collins	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council met on a monthly basis in the evening in the Media Center of AMMS. The main purpose of the School Advisory Council was to evaluate and monitor and our School Improvement Plan. The School Advisory Council discussed curriculum materials and issues related to the School Improvement Plan's academic goals. The School Advisory Council also voted on the expenditures of School Improvement funds. The committee reviewed student data each month so they could see how we were progressing toward our academic goals. The committee also reviewed the school effectiveness survey results and made suggestions on how we could improve next school year. The members of the committee also received training through conferences, discussions, analyzing data and learning about all the curriculum we use at AMMS.

At the conclusion of the 2016-2017 school year, the committee reviewed the goals from last year's plan and we discussed whether we had accomplished the goals we had developed. We decided to carry over the goals we have still not achieved and continue to work on them this year with some slight adjustments. Overall, our school achievement data did increase in the academic areas, except science.

b. Development of this school improvement plan

The School Advisory Committee reviewed the academic data for the 2016-2017 school year, along with the results of the school effectiveness survey. Discussion was held with the committee about our available school data, the parts of our SIP from last year that were not achieved and the areas where we need to improve for the next school year. Programs, curriculum and budget decisions were reviewed and feedback given by the committee members. All of the data that is included in this SIP was reviewed and discussed. The problem-solving process was described and our goals agreed upon with the committee.

Teacher input on the new SIP was also gathered during pre-planning, before the school year started. Each Professional Learning Community (PLC) was asked to think about how their team can support our school goals and develop an action plan for their PLC to support the SIP for this school year. Our focus will be on strengthening our academic instruction with rigorous activities tied to the Florida Standards and incorporating writing into all subject areas.

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

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

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

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

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

The school improvement budget at the beginning of the 2016-2017 school year was $12,049.95. The school did not receive any additional SIP funds in the annual budget. We did have funds that rolled over from the previous year and will spend them based on school needs. During the school year we

did get an additional distribution of "left-over" funds from the state of Florida Lottery program and the SAC oversees expenditure of the "left-over" funds from the Florida Teacher Debit Card program as well.

The budget was spent in a variety of ways. The committee funded the purchase of a software program called Study Island for our science classes to use for FSA practice. The cost was $1,200.00. The committee also approved the cost of our AVID renewal. Our AVID program is an integral part of our school and a successful program for our students. The annual renewal was $2,325.00.

The beginning budget for the 2017-2018 school year is $19,091.58.

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
Pelletier, Kelly	Principal
Pearce, Hollie	Instructional Coach
Mirizio-Moody, Nicole	Teacher, ESE
Rideout, Heather	Instructional Coach
Nelson, Anne	Instructional Media
Hearn, Theresa	Assistant Principal
Alequin, Sharon	Instructional Coach
Donlon, Laura	Teacher, K-12
Gentile, Lissette	Dean
Green, Patricia	Teacher, K-12
Nelson, Martha	Assistant Principal

b. Duties

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

The Literacy Leadership Team will meet quarterly to discuss school wide literacy instruction, programs, and review our reading and writing goals. The team will have two focus areas this school year: literacy based strategies in both reading and writing and promoting literacy schoolwide. In the area of literacy instruction, the team will be supporting writing in all the subject areas on a regular basis and working with our literacy District Professional Learning Community (DPLC) team to incorporate analysis of complex text and close reading strategies. Our focus will be on "using complex texts" in all core content areas to engage students in evidence based writing and close reading activities throughout the school year.

The Literacy Leadership Team will work with the literacy District Professional Learning Community

(DPLC) team to plan a professional development calendar and an implementation cycle that includes modeling, coaching, observing, and teacher feedback and reflection in addition to scheduled professional development sessions. A writing plan will be developed by the team to include professional development topics and a calendar for implementation. The writing plan will include training on using the FSA rubric, data sessions to look at student writing, practice scoring the work, and developing good writing prompts for common assessments and formative checks throughout the year. The team will promote the use of common text marking techniques, sentence starters, using text evidence to support a claim, and comparing two or more pieces of text (pictures, video, charts, maps, graphs, reading selections, web articles). The team will also review the writing data from the ELA classes and other subject area classes. Representatives from this team are also on the MTSS committee and will share information between the two groups.

Promoting literacy schoolwide will be the second focus for the team this year. Our Seahawks Read program will be coordinated through this team. This reading program is designed to encourage independent reading. Students read a book and then get a Seahawk Reads form from their ELA teacher. They answer 3 comprehensions questions in short paragraphs and turn the form back into the ELA teacher to review and sign. The forms are then turned into the Media Specialist and she will keep track of the students and the number of books they are completing. Each complete form will get an apple with their name on it put up on the wall in the Media Center. Our goal is to get all the ELA teachers on board with setting goals for independent reading each 9-weeks (at least one book per 9-weeks). We will be promoting a competition between the Advisory groups for the most books read each 9-weeks. The winning groups will get a "donut party". We will also promote independent reading with recorded student "book talks" shown on the AM announcements focused on high interest books. We will also promote Advisory group book clubs. Our reading classes are also using Reading Counts as a motivational tool for independent reading.

In addition to the SeaHawk Reads program the literacy team will also promote essay contests, hold book fairs, conduct grade level book clubs at lunches and after school, have a Battle of the Books team, host a Literacy Night for parents and students, and celebrate Literacy Week in January.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(IV).

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

At Apopka Memorial Middle School teachers work in common grade level and curriculum area Professional Learning Communities (PLC's). Teachers meet with their PLC to plan and make instructional decisions based on student data and state standards. Teachers within a PLC are given a common planning period and meet as needed to accomplish the following tasks. They must look at the Scope and Sequence and Curriculum Resource Materials (CRM) provided by the district to find the essential standards to be taught in a specific unit. They use the standards, the learning goal and scale provided and compare that to the item specifications for the course EOC/CFE to determine exactly what students need to know, how it will be assessed and to what depth of knowledge they need to reach for each standard. Teachers design a common unit assessment that will allow students to demonstrate their mastery of the targeted standard. Next teachers design a common focus calendar with daily learning targets and formative assessments that will allow students to reach the goals on the common assessment in the suggested time frame from the scope and sequence. Each PLC meets with their assessing administrator and instructional coach weekly to discuss the unit plans and assessments, at the end of each unit to discuss the data from the common assessment, instructional decisions that were made based on the student data, and to review the unit assessment and focus calendar for the next unit.

An area of improvement from the Best Practices for Inclusive Education (BPIE) school self assessment was to increase the collaborative work between our ESE teachers and all teachers on our campus, not just the core content teachers. Our BPIE committee would like to see the elective teachers included in the collaborative communication and planning for our ESE students. We also would like to offer more training for our para professionals working in the classrooms.

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

The following are the strategies and practices in place at Apopka Memorial Middle School (AMMS) to support our teachers.
We open our campus to college interns and volunteers which allows us to promote our campus environment and let pre-service teachers know what our school can offer them as teachers. All interviews for open teaching positions are conducted with a committee of teachers and staff to ensure the prospective new teacher will fit with our school needs and the grade level/departmental needs. Another purpose of the committee is so the prospective new teacher gets to meet the teachers on staff they would be working with if they were to join our school. Interview questions are standard for every applicant so that we can compare their answers to our identified needs.

Once we hire a new teacher, AMMS has an established teacher mentoring program. Our instructional coach and curriculum resource teacher meet 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. 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 instructional coach, curriculum resource teacher and mentors are available to answer any questions and to help them complete their New Teacher Competencies.

The goal at AMMS is to train and retain our teachers through continuous support and professional development. Additionally, all teachers are provided with many opportunities to attend professional development training at the district, the school, and at professional conferences throughout the year. Our teachers work in Professional Learning Communities to promote collaboration and collegial support as well as to analyze data in order to achieve student academic and behavioral success. Grade level subject areas have common planning time and work in their PLC to create common lessons and assessments. Teachers are also given a grade level planning day each semester to work on unit plans and review student data.

The teachers are recognized for contributing to the positive school learning environment through our "Bricks of Excellence" program. On a monthly basis, teachers are awarded a Lego brick with a card describing the actions or behaviors that have contributed to our students' achievement and to our school improvement. The school climate includes opportunities for teachers to participate in activities outside of the school day together in order to build personal relationships and increase the feeling of belonging to Apopka Memorial Middle.

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

New teachers to AMMS were invited to attend a welcome orientation one day prior to pre-planning. The Curriculum Resource teacher (Hollie Pearce) and Instructional Coach (Laura Donlon) designed a professional development that helped new teachers acclimate to the school culture and to help develop a common language. Former new teachers were in attendance to answer questions and to help familiarize new teachers with the day to day procedures.

The new teachers will participate in the following: orientation the week before pre-planning, separate trainings 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 teachers and their mentors were paired based on the described rationale. Patricia Green was selected to mentor Debra Christopher. Debra Christopher is a first year drama teacher with no teaching background. Mrs. Green has a strong knowledge of OCPS and Florida school policies. Mrs. Green has 16 years experience teaching. She is ESE certified and began mentoring her third year of teaching. Mrs. Green has demonstrated strong leadership and classroom management skills to assist Ms. Christopher with the transition to teaching. Mrs. Green also has previous experience mentoring many new teachers.

Sharon Alequin was selected to mentor Laura Halaychik. Laura Halaychik is a first year arts teacher in Florida, with a para background. Mrs. Alequin was selected because of her extensive background knowledge in reading strategies and Marzano technique. Mrs. Alequin also has previous experience mentoring many new teachers and serving as an instructional coach. Her educational background includes a Bachelors degree in SLD (she taught SLD Language Arts for approx 10 years) and a Masters degree in Reading with Emphasis at Secondary Level. Taught Reading or was a Reading Coach for over 10 years. She has mentored beginning reading teachers, Language Arts teacher, & ESE on & off for the past 15 years.

Lima Benjamin-Walker was selected to mentor Laura Olin. Laura Olin is a first year 7th grade science teacher. Mrs. Benjamin-Walker was selected due to her extensive knowledge of the science curriculum. Mrs. Benjamin-Walker is the science department chair and is an expert in these areas. She has 17 years teaching experience with both math and science. She began mentoring last year.

Jake Cawley was selected to mentor Pablo Asson. Pablo is a first year Civics teacher. Mr. Cawley was chosen as his mentor as he is the lead PLC teacher for our 7th grade Civics classroom. Mr. Cawley has taught Civics for 4 years.

Ryan Morris was selected to mentor Haley Wood. Haley is a first year 8th grade Physical Science teacher. Mr. Mentor was chosen as he is the Science Coach and has 7 years experience teaching. He taught at the elementary level for 3 years and has spent the last 4 years teaching at the middle school level. He has completed the Clinical Educator training and for the last 3 years has helped shape and grow new teachers on the Science team. This included showing how to create and implement lesson plans, use data as a tool for instruction and how to shape instruction based on feedback.

Constance Renard was selected to mentor Andrika Conyers. Andrika Conyers is beginning her fifth year of teaching, but first year with OCPS. She will be teaching 6th and 7th grade language arts. Mrs. Renard was selected to support her with curriculum, Marzano protocol, and planning. Mrs. Renard taught 6th grade language arts for 4 years and has extensive knowledge of the ELA curriculum.

Vanessa Ray was selected to mentor Christy Manning. Christy is first year teacher and will be teaching 8th grade Physical Science. Mrs. Ray was selected to mentor because she has twelve years of experience all in the middle school setting. Her first seven years teaching were spent teaching 7th and 8th grade Social Studies. She also was a Cooperative Mentor Teacher for the University of Texas at El Paso.

Our new teachers with prior experience (Parniece Crawford, Brian Axon, Patricia Tillman, Shana Macon, Shawn Mitchell) will be paired with our Instructional Coach Laura Donlon. Laura Donlon has 18 1/2 years experience teaching and 10+ years mentoring and supervising interns.

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.

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

Our mathematics department is using the Success for All/Power i3 program along with several other Orange County middle schools. The program is based on collaborative learning and aligns with the Florida Standards. In addition to the Power i3 curriculum, we also are using the State of Florida adopted curriculum Go Math which is also aligned to the Florida Standards. We offer two high school credit mathematics courses and they are aligned to the high school and use the same materials including Algebra Nation and Khan Academy. Our language arts department is using the College Board Spring Board program. Teachers are following the Florida Standards and supplement this curriculum as needed to ensure all the Florida standards are taught. Our science teachers are using the unit outlines (CRMs) from the district and the State of Florida adopted text for each of the science courses we offer. We have two high school credit classes and they are aligned to the high school courses and use the same materials. Our social studies department is using DBQs (document based questioning) every nine weeks, which also aligns with the Florida Standards and the Civics teachers are using iCivics. The teachers also use the State of Florida adopted text for each of the social studies courses we offer. Our reading department is using the OCPS recommended program I-Ready along with district provided unit outlines (CRMs). These are all research based reading programs and are aligned to the Florida ELA Standards. The reading classes also use a small group rotational model to deliver standards based instruction in a more individualized manner.

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.

Teachers will review the common assessment data to determine if re-teaching is necessary. All core content areas will be entering common assessment data into Performance Matters and school's Sharepoint school site. These PLCs will desegregate the data, analyze it and then form groups to reteach concepts or skills. If less than 80% of the students have mastered each standard, the PLC will make plans for reteaching content for the students that need the reteach. Within each quarter, the PLC team will meet with the MTSS team to review the data and determine if the interventions are working, if any student be dismissed form the group, or if any students need to move to Tier III. Parent notification letters will be sent to all names on the final list.

Apopka Memorial Middle School (AMMS) will use a variety of data to evaluate our students. All data will be monitored via the Education Data Warehouse (EDW) and Performance Matters. Data that will be collected include the following: Baseline data: 2017 End of Course exams, 2017 FSA data, 2017 Civics/Algebra/Geometry/Science data, WIDA scores from our ELL students, content area pretests, Oral reading fluencies, I-ready Reading and Math diagnostic data, attendance, tardies, behavior referrals, grades from the previous school year, and summer school data (if available). Next we will look at Progress Monitoring data which includes: common unit assessments, OCPS Standard assessments in Reading, Math and Science, intervention group data, progress on I-ready reading

and math daily practice, Oral Reading Fluencies, Math XL, Study Island in Science, numbers of referrals, absences, tardies, grades on progress reports and report cards.

Data is used for deciding what areas and content needs to be reinforced through our tutoring program. If the students are not struggling in the content area, there is no need to have a tutor for that subject. Our reading teachers and the instructional coach use data for placement into the appropriate reading classes and then monitor that data on a weekly basis to make adjustments to the instruction or the computer program the students are using to strengthen their reading skills. Data is used by the guidance counselors in the summer and throughout the school year for student placement into rigorous classes that will support their learning, enrich and stretch them or help them meet state requirements.The administrators and the deans use attendance and discipline data to make decisions that impact the learning environment of the school and the classrooms.

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: Summer Program

Minutes added to school year: 4,800

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Hearn, Theresa, theresa.hearn@ocps.net

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

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

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

Strategy: Weekend Program
Minutes added to school year: 3,600

Students who scored in the top of the level 2 score range and the bottom of the level 3 score range on the reading or math Florida Standards Assessment (FSA) are invited and encouraged to attend a special Saturday school. Teachers who will be teaching these Saturday sessions will be provided Curriculum Resource Materials (CRMs) that will target the most frequent and high stakes standards that will be tested on the Florida Standards Assessment (FSA) at the end of the school year. Students will be engaged in critical thinking and will expand on the learning from the regular school day targeting the individual needs of these students.

Strategy Rationale

Students who are at the top of the level 2 score range and the bottom of level 3 score range are straddling the line between being on grade level or below grade level. We believe these additional minutes of instruction outside of the school week will provide these students with the targeted practice they need to fully meet the rigor of the standards and will engage these students in the learning process making them more motivated to do well in school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Pearce, Hollie, hollie.pearce@ocps.net

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

Data will be collected and monitored on a weekly basis in order to drive the instruction of the Saturday class. I-Ready, classroom assessments, and formative assessments completed on Saturday will be the data that is monitored on a weekly basis. FSA, OCPS Standard tests, and I-ready will be used to gather baseline and final data to determine if this extended learning strategy was effective for these students.

Strategy: Extended School Day

Minutes added to school year: 26,000

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Green, Patricia, patricia.green@ocps.net

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

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

Strategy: Extended School Day

Minutes added to school year: 5,175

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Hearn, Theresa, theresa.hearn@ocps.net

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

Data will be collected and monitored on a bi-weekly basis through the use of: bi-weekly progress reports; computer based instructional program data reports (I-ready math and reading); curriculum assessments; one-on-one work with the teacher; completion of assignments. We will also monitor and analyze school wide assessments: OCPS Standard tests; I-ready; mini-assessments; grades in core classes.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

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

school, a study checklist, and how to use the academic planner. Parents are encouraged to contact the school counselor for questions and support. In the summer prior to the beginning of school we schedule an open campus night where parents and students can pick up schedules, tour the campus, and meet teachers.

Transition plan for 8th to 9th:
In partnership with Apopka High School, the Guidance staff at Apopka Memorial Middle School (AMMS) strives to make the transition for our 8th graders to high school as informative and stress-free as possible. Starting in November, 8th graders are given information on the various magnet programs offered by OCPS and are encouraged to attend the Magnet Fair. In December, both counselors schedule classroom guidance lessons through the 8th graders Social Studies classes, focusing on high school, college and career planning. Using the Florida DOE's CHOICES online program, students take an interest inventory which leads them to possible career paths. Based on this information, students create a 4-year high school plan, mapping out the academic and elective courses required not only for graduation, but which will prepare them for the post-secondary college and career paths they choose. In the Spring, counselors from Apopka High School visit with our 8th graders to conduct a registration process orientation, providing them with essential information on how to select courses as well as learn about extracurricular activities and other interesting facts about beginning their high school experience. AMMS also provides 8th graders and their parents with information regarding Apopka High School's Freshman Orientation Night, held later in the Spring. Throughout this process, AMMS counselors monitor the students' progress, making sure they are on track to fulfill the requirements to be promoted to high school.

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

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.

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

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

Apopka Memorial Middle School (AMMS) offers the following programs: two STEM elective classes through the Project Lead the Way Program; Algebra I and Geometry Calculus Project; a certified

AVID program with classes for 6th, 7th and 8th grade; Introduction to Agriculture and Fundamentals of Agriculture as well as the HS credit class Foundations in Agriculture; Health 1 and Health 2 as well as the HS credit class Medical Services; and we have the opportunity for students to earn CAPE Digital Tools Certificates.

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

We incorporate career explorations and real world applications through our ESE learning strategies classes as well as our Agriculture, Drama, Engineering, Health Sciences, Science and Social Studies classes. In addition to these programs, we offer the AVID program (Achievement via Individual Determination). 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. Our STEM classes integrate careers in the STEM fields and so does our Health Sciences classes. Students do research on a chosen career field and do presentations to the class. During advisory classes weekly, students have the opportunity to work on goal setting, CAPE certification, and problem solving skills.

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.

Our school engages in a variety of strategies to improve the college readiness of our students. Academic advisement based on FSA scores and grades for placement into intensive reading, intensive math, advanced, honors classes and high school credit classes. Encouraging students to stretch themselves and take HS credit courses. Students are advised to take electives based on their career interests. Students are advised to apply to high school magnet programs based on their career interests. We offer a variety of high school credit courses for our students to include: Honors Earth/Space Science, Honors Physical Science, Spanish, Medical Skills and Services, Foundations of Agriculture, Fundamentals of Agriculture, Algebra I and Geometry. Counselors and teachers discuss GPAs and how the high school classes they take now, whether here or on FLVS, can impact their GPA before they even start high school. Our guidance office offers college prep programs including Rollins TRiO, UCF National Achievers Society, and the Duke University and Orange TIPS which prepare student to take the SAT and offer them the opportunity to take the SAT for exposure. The counselors have created a college going atmosphere with pennants and posters displayed on walls of hallways, cafeteria, media center and the In School Suspension room. We have established a College and Career Center in the Guidance Office which will provide college/career planning materials for students to take or check out, as well as a computer or 2 for counselors to assist students in research and planning for post-secondary life. This school year, we will be giving all our 8th grade students the PSAT and integrating Khan Academy resources into our classrooms based on the results of the assessment.

Our ESOL curriculum resource teacher hosts a high school and post-secondary planning event for parents of LEP students. She invites representatives from the high school, tech centers and colleges to provide information. Guidance and AVID can also host a similar event for all students/parents, to also include information of educational financial planning.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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"Â? 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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Apopka Memorial Middle School will increase participation and performance in accelerated courses. (Division Priority is Ensure Career and College Readiness)

G2.   Apopka Memorial Middle School will increase ELA and Mathematics learning gains in the top 25%. (Division Priority is Ensure Career and College Readiness)

G3.   Apopka Memorial Middle School will increase ELA, Mathematics, Civics, and Science proficiency in all subgroups. (Division Priority is to Ensure College and Career Readiness)

G4.   Apopka Memorial Middle School will increase ELA and Mathematics learning gains in the bottom 25%. (Division Priority is Narrow the Achievement Gaps)

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. Apopka Memorial Middle School will increase participation and performance in accelerated courses. (Division Priority is Ensure Career and College Readiness) `1a`

🔍 G094719

Targets Supported `1b`

Indicator	Annual Target
Algebra I EOC Pass Rate	90.0
FSA ELA Achievement	47.0
FSA Mathematics Achievement	56.0

Targeted Barriers to Achieving the Goal `3`

- Teachers have low expectations for students and don't allow students to engage in a productive struggle.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Instructional Coaches, Administrators, feedback on classroom observations, deliberate practice goals and activities, professional learning opportunities in creating rigorous instruction and differentiating instruction within the classroom setting, peer feedback, professional development courses on Professional Development Services on-line, reading professional journal articles, common planning time with grade level Professional Learning Communities to develop unit plans, planning days for grade level Professional Learning Communities , Marzano's book Reflective Teacher and Coaching Classroom Instruction, other Marzano resources, Hess Matrix for Depth of Knowledge and Cognitive Complexity, Curriculum Resource Materials (CRMs), Item Specifications for the Florida Standards Assessment or Common Final Exam Blueprints

Plan to Monitor Progress Toward G1. `8`

Continue to analyze a variety of student achievement data: common unit assessments and OCPS benchmark assessments. Continue to analyze teacher observation data using iObservation and our classroom walkthrough data collection tool.

Person Responsible

Kelly Pelletier

Schedule

Every 6 Weeks, from 8/14/2017 to 6/1/2018

Evidence of Completion

Common assessment data and other achievement data will be reviewed for increased student achievement scores; iObservation data will be reviewed for ratings at the applying level in the content design questions 2, 3 and 4.

G2. Apopka Memorial Middle School will increase ELA and Mathematics learning gains in the top 25%. (Division Priority is Ensure Career and College Readiness) 1a

🔑 G094720

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	51.0
Math Gains	57.0
Algebra I EOC Level 3	90.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack the ability to provide tiered lessons that allow for extended learning for the students in the top 25%.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches, Administrators, feedback on classroom observations, deliberate practice goals and activities, professional learning opportunities in creating rigorous instruction and differentiating instruction within the classroom setting, peer feedback, professional development courses on Professional Development Services on-line, reading professional journal articles, common planning time with grade level Professional Learning Communities to develop unit plans, planning days for grade level Professional Learning Communities , Marzano's book Reflective Teacher and Coaching Classroom Instruction, other Marzano resources, Hess Matrix for Depth of Knowledge and Cognitive Complexity, Curriculum Resource Materials (CRMs), Item Specifications for the Florida Standards Assessment or Common Final Exam Blueprints

Plan to Monitor Progress Toward G2. 8

Continue to analyze a variety of student achievement data: I-ready math/reading, common unit assessments, grades in the course.

Person Responsible
Kelly Pelletier

Schedule
Every 6 Weeks, from 8/14/2017 to 6/1/2018

Evidence of Completion
Common assessment data and other achievement data will be reviewed for increased student achievement scores; iObservation data will be reviewed for ratings at the applying level in the content design questions 2, 3 and 4.

G3. Apopka Memorial Middle School will increase ELA, Mathematics, Civics, and Science proficiency in all subgroups. (Division Priority is to Ensure College and Career Readiness) 1a

🔍 G094721

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	47.0
FSA Mathematics Achievement	56.0
FCAT 2.0 Science Proficiency	50.0
Algebra I EOC Pass Rate	90.0
Civics EOC Pass	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack strategies to help students read, analyze, and gain knowledge from complex text.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches, Administrators, feedback on classroom observations, deliberate practice goals and activities, professional learning opportunities in creating rigorous instruction and differentiating instruction within the classroom setting, peer feedback, professional development courses on Professional Development Services on-line, reading professional journal articles, common planning time with grade level Professional Learning Communities to develop unit plans, planning days for grade level Professional Learning Communities , Marzano's book Reflective Teacher and Coaching Classroom Instruction, other Marzano resources, Hess Matrix for Webbs Depth of Knowledge and Cognitive Complexity, Curriculum Resource Materials (CRMs), Item Specifications for the Florida Standards Assessment and the Civics End of Course Exam, professional development and coaching tied to specific strategies shared with the District Learning Community (DPLC).

Plan to Monitor Progress Toward G3. 8

Continue to analyze a variety of student achievement data: I-ready math/reading, common unit assessments, grades in the course. Additionally we will be reviewing and analyzing teacher observational data.

Person Responsible

Kelly Pelletier

Schedule

Every 6 Weeks, from 8/14/2017 to 6/1/2018

Evidence of Completion

Common assessment data and other achievement data will be reviewed for increased student achievement scores; iObservation data will be reviewed for ratings at the applying level in the content design questions 2, 3 and 4. Classroom walkthrough data collected looking for specific strategies presented by the District Professional Learning Community (DPLC) as well as the feedback provided to the teachers on their implementation of the specific strategies.

G4. Apopka Memorial Middle School will increase ELA and Mathematics learning gains in the bottom 25%. (Division Priority is Narrow the Achievement Gaps) 1a

🔍 G094722

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	51.0
ELA/Reading Lowest 25% Gains	42.0
Math Gains	57.0
Math Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- Teachers struggle planning for and executing small group intervention and differentiation strategies into their daily lessons.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Coaches, Administrators, feedback on classroom observations, deliberate practice goals and activities, professional learning opportunities in creating rigorous instruction and differentiating instruction within the classroom setting, peer feedback, professional development courses on Professional Development Services on-line, reading professional journal articles, common planning time with grade level Professional Learning Communities to develop unit plans, planning days for grade level Professional Learning Communities , Marzano's book Reflective Teacher and Coaching Classroom Instruction, other Marzano resources, Hess Matrix for Depth of Knowledge and Cognitive Complexity, Curriculum Resource Materials (CRMs), Item Specifications for the Florida Standards Assessment or Common Final Exam Blueprints

Plan to Monitor Progress Toward G4. 8

Continue to analyze a variety of student achievement data: I-ready math/reading, student work samples, common unit assessments, grades in the course as well as teacher observational data indicating successful implementation of small group intervention.

Person Responsible

Kelly Pelletier

Schedule

Every 6 Weeks, from 8/28/2017 to 6/1/2018

Evidence of Completion

Common assessment data and other achievement data will be reviewed for increased student achievement scores; iObservation data will be reviewed for ratings at the applying level in the content design questions 2, 3 and 4.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Apopka Memorial Middle School will increase participation and performance in accelerated courses. (Division Priority is Ensure Career and College Readiness) 1

🔍 G094719

G1.B3 Teachers have low expectations for students and don't allow students to engage in a productive struggle. 2

🔍 B254675

G1.B3.S1 Teachers will communicate high expectations for students through their actions, word choice, and planning rigorous questions that require critical thinking and deep analysis of the content. 4

🔍 S268993

Strategy Rationale

Students will rise to meet the challenge if they believe it is expected of them. It is critical that teachers structure their lessons so that students cannot avoid thinking and therefore will engage in the critical thinking required to increase their performance in accelerated courses.

Action Step 1 5

Teachers will increase their wait time when asking questions and will continue to probe students to deeper thinking rather than doing the thinking for the students.

Person Responsible

Hollie Pearce

Schedule

Daily, from 10/2/2017 to 6/8/2018

Evidence of Completion

Classroom observation data noting specific feedback on wait time and student questioning techniques. Coaching notes may be in evidence if select teachers are in need of help implementing the strategy.

Action Step 2 `5`

Teachers will structure their questions so that all students are responding and doing the thinking. Teachers will then randomly select students to share out to the class so that all students are responsible for the thinking.

Person Responsible

Heather Rideout

Schedule

Daily, from 10/2/2017 to 6/8/2018

Evidence of Completion

Lesson plans should indicate the questioning structures (think-pair-share, write-pair-share, shoulder partners, etc.) and the strategy for randomly calling on students to share with the class. Observation data noting specific feedback on questioning structures and strategies for calling on students will indicate the implementation of this strategy. Coaching notes may be in evidence if select teachers are in need of help implementing the strategy.

Action Step 3 `5`

Teachers will plan critical thinking questions that require deep analysis of the content, provide the best resources for student success, and allow students to struggle and work for the answers.

Person Responsible

Hollie Pearce

Schedule

Weekly, from 10/2/2017 to 6/1/2018

Evidence of Completion

The critical thinking questions will be noted in teacher lesson plans and observation data with specific feedback on the quality of the questions asked by the teacher will indicate the implementation of posing critical thinking questions.

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

Coaches and administrators will attend PLC planning meetings to make sure teachers are planning for wait time, rigorous questions, and questioning structures that hold all students responsible. Coaches and administrators will follow up the planning sessions with classroom walkthroughs to verify that the teachers are using these strategies on a daily basis.

Person Responsible

Kelly Pelletier

Schedule

Weekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

Lesson plans and PLC planning notes will indicate that the strategies are being planned. Observation data with feedback specific to these questioning strategies will indicate that implementation is occurring in the classroom. Coaching notes may be in evidence if there are teachers who need assistance implementing these strategies.

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

Coaches and administrators will monitor student achievement data and teacher observation data to indicate the effectiveness of these strategies.

Person Responsible

Kelly Pelletier

Schedule

Monthly, from 10/2/2017 to 6/8/2018

Evidence of Completion

Student data will include common unit assessments and OCPS benchmark assessments. Teacher observation data will include i-observation data and our classroom walkthrough data collection tool.

G1.B3.S2 Teachers will help to foster a growth mindset in students so that they are praised for their perseverance and hard work and learn to enjoy challenging tasks. 4

🔍 S268994

Strategy Rationale

When students are praised for their intelligence and correct answers only they begin to take less risks so that the teacher will continue to believe they are intelligent. When students are praised for their hard work, risk taking, and perseverance they begin to value challenging tasks that will help them to stretch their own minds.

Action Step 1 5

Teachers will receive professional development on the difference between a growth mindset and a fixed mindset and how the two mindsets affect student learning. The initial training will be held during pre-planning and additional follow up sessions will occur during PLC planning sessions.

Person Responsible

Hollie Pearce

Schedule

Quarterly, from 8/7/2017 to 6/8/2018

Evidence of Completion

The professional development agenda, resources,and sign in sheets.

Action Step 2 5

Teachers will incorporate class discussions with students about how a growth mindset and a fixed mindset can affect their learning. Teachers will use intentional growth mindset language to encourage students to foster a growth mindset in their classroom.

Person Responsible

Hollie Pearce

Schedule

Daily, from 8/14/2017 to 6/8/2018

Evidence of Completion

Classroom observations will offer specific feedback on the language teachers use with students when they are being praised or given feedback on their work. Students will be observed taking risks, stretching themselves, and struggling through challenging tasks.

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

Coaches and administrators will observe classrooms offering teachers feedback on their specific word choices when giving praise or offering feedback on student work. Coaches and administrators will look to see if the students are actively engaged with challenging tasks.

Person Responsible

Kelly Pelletier

Schedule

Every 3 Weeks, from 10/2/2017 to 6/8/2018

Evidence of Completion

Classroom observation data and teacher feedback will indicate the implementation of this strategy. Student indicators would include students actively engaged in challenging tasks and demonstrating perseverance when faced with something they do not understand right away.

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

Coaches and administrators will monitor student achievement data, student engagement with challenging tasks, and teacher language with students when offering feedback and praise.

Person Responsible

Kelly Pelletier

Schedule

Monthly, from 10/2/2017 to 6/8/2018

Evidence of Completion

Student achievement data will include common unit assessments and OCPS benchmark assessments. Student engagement data and teacher language with students when offering feedback and praise will be indicated in classroom walkthrough data.

G2. Apopka Memorial Middle School will increase ELA and Mathematics learning gains in the top 25%. (Division Priority is Ensure Career and College Readiness) [1]

🔑 G094720

G2.B2 Teachers lack the ability to provide tiered lessons that allow for extended learning for the students in the top 25%. [2]

🔑 B254677

G2.B2.S1 Teachers will plan student activities and tasks that extended student thinking so that a deeper understanding of the standard is achieved. [4]

🔑 S268997

Strategy Rationale

Teachers tend to plan for ways to scaffold the standard for the students who struggle with the content but fail to plan for enrichment activities for the students who show mastery of the content early in the unit.

Action Step 1 [5]

Teachers will plan a complex task using a strategy in design question four related to the standards that they are teaching each quarter. This task will be for students who have shown initial mastery of the content and do not need remediation or reteaching of the content prior to the summative assessment.

Person Responsible

Hollie Pearce

Schedule

Quarterly, from 10/2/2017 to 6/8/2018

Evidence of Completion

The complex task that is an extension of the learning will be documented in the lesson plans and teachers will receive feedback as coaches or administrators observe the lesson.

Action Step 2 5

Teachers will plan questions that require critical thinking and deep analysis of the standards for each unit. These questions will be given to students as they have shown mastery of the content or to stretch the thinking of students when they are between tasks.

Person Responsible

Hollie Pearce

Schedule

Every 3 Weeks, from 10/2/2017 to 6/8/2018

Evidence of Completion

The extended learning questions will be documented in the teacher lesson plans and student responses may be found in the student academic notebooks. Teachers will receive feedback about their questions during PLC planning meetings and classroom observations.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Coaches and administrators will be looking for the extended learning opportunities during PLC planning meetings. If the extended learning opportunities are not being discussed by the teachers, the coach will facilitate the planning of the activities.

Person Responsible

Hollie Pearce

Schedule

Every 3 Weeks, from 10/2/2017 to 6/8/2018

Evidence of Completion

Minutes from the PLC planning meetings and lesson plans will indicate that these extended learning tasks are being planned for. Classroom observation data and teacher feedback will indicate that the extended learning tasks are being implemented in the classroom.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Observers will note the frequency of extended learning tasks in the classroom and student achievement data will be monitored to see if the students in the top 25% are making gains.

Person Responsible

Hollie Pearce

Schedule

Every 3 Weeks, from 10/2/2017 to 6/8/2018

Evidence of Completion

Teacher observation data, feedback provided to the teachers, and student data on common unit assessments and OCPS benchmark assessments.

G2.B2.S2 Teachers will incorporate differentiated instruction based on common assessment data. 4

🔑 S268998

Strategy Rationale

Teachers need to use the common unit assessment data to create plans to address students who have already mastered the standards.

Action Step 1 5

Instructional coaches will conduct professional development focused on using common assessment data to group student for differentiation.

Person Responsible

Hollie Pearce

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

The data discussion sheets and MTSS forms from each PLC meeting will be reviewed monthly for grouping lists based on the unit assessment data; classroom observations will be conducted looking for differentiated groups being used in the classroom.

Action Step 2 5

Instructional coaches will conduct on-going professional development focused on planning for differentiation strategies in the classroom.

Person Responsible

Hollie Pearce

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson plans will be reviewed for planned differentiation strategies; administrators and instructional coaches will attend PLC meetings once a week to observe for discussion of differentiation as they plan lessons.

Action Step 3 5

Professional Learning Communities will meet to review common assessment data and plan lessons incorporating differentiation strategies.

Person Responsible

Kelly Pelletier

Schedule

Every 3 Weeks, from 9/4/2017 to 6/1/2018

Evidence of Completion

Lesson plans will be reviewed for discussion of differentiation strategies that would be appropriate for the next unit based on the common assessment data; administrators and instructional coaches will attend PLC meetings once a week to observe for discussion of the common assessment data and how they plan to use differentiation strategies.

Action Step 4 5

Instructional coaches will provide a continuum of coaching options for teachers who need assistance with providing differentiation in the classroom. These may include peer observations, side by side coaching, consultation, or a full coaching cycle.

Person Responsible

Hollie Pearce

Schedule

Monthly, from 9/18/2017 to 6/1/2018

Evidence of Completion

The coaches will keep a record of the teachers they are coaching, keep notes on all pre and post conferences, and the lessons that are created together.

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Observe in the classroom for evidence of differentiating instruction.

Person Responsible

Kelly Pelletier

Schedule

Weekly, from 9/4/2017 to 6/1/2018

Evidence of Completion

Lesson plans will be reviewed for planned differentiation; administrators and instructional coaches will attend PLC meetings once a week to observe for discussion of differentiation as they plan lessons; classroom observations will be conducted looking for differentiation strategies being used in the classroom. Teachers will receive feedback on lesson plans through the PLC planning meetings and feedback on instructional strategies through iobservation or notes left by the administrators or coaches.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Monitor student achievement data on the common unit assessments.

Person Responsible

Hollie Pearce

Schedule

Every 3 Weeks, from 9/18/2017 to 6/1/2018

Evidence of Completion

Data analysis from each common unit assessment will be reviewed to look for improvement in scores due to the differentiation in the classroom; course grades will be reviewed for successful completion of the course requirements by all students in the classroom. Teachers will receive feedback on the implementation of their differentiated instruction.

G3. Apopka Memorial Middle School will increase ELA, Mathematics, Civics, and Science proficiency in all subgroups. (Division Priority is to Ensure College and Career Readiness) 1

🔧 G094721

G3.B8 Teachers lack strategies to help students read, analyze, and gain knowledge from complex text. 2

🔧 B254686

G3.B8.S1 The team from the literacy District Professional Learning Community (DPLC) will prepare professional development to teach literacy strategies for helping students to read, analyze, and gain knowledge from complex text in order for students to be proficient in all core content areas. When necessary the District Professional Learning Community team may complete a coaching cycle with teachers who are struggling to implement the strategies. 4

🔧 S269003

Strategy Rationale

Teachers may be experts in the content that they teach but need strategies that will help them teach their students how to read, analyze, and gain knowledge about their content from complex text. Teachers need to teach their students to be critical readers and thinkers about the content they teach.

Action Step 1 5

The team for the District Professional Learning Community (DPLC) will attend the selected professional development dates provided by OCPS and will meet after returning to campus to plan how to provide the professional development for teachers in all core content areas.

Person Responsible

Kelly Pelletier

Schedule

Monthly, from 10/2/2017 to 6/8/2018

Evidence of Completion

The team will create a professional development calendar and collaborate to put together the lesson plan, power points, and resources necessary to deliver the professional development.

Action Step 2 5

The District Professional Learning Community (DPLC) will deliver the professional development session and any follow up coaching cycle sessions with teachers who need additional support with implementation.

Person Responsible

Kelly Pelletier

Schedule

Monthly, from 10/2/2017 to 6/8/2018

Evidence of Completion

The team will have agendas, minutes, resources, and sign in sheets for each professional development sessions. Teachers who move through a coaching cycle will have notes from their pre-conference, observational date during the observed lessons, and notes from the post conference and reflection session.

Plan to Monitor Fidelity of Implementation of G3.B8.S1 6

The District Professional Learning Community (DPLC) team will attend all professional development sessions provided to the teachers at Apopka Memorial Middle School (AMMS) to monitor teacher understanding of the content throughout the sessions. The team will meet after the sessions to review the teacher provided feedback and exit tickets in order to make decisions about the next professional development sessions.

Person Responsible

Kelly Pelletier

Schedule

Monthly, from 10/2/2017 to 6/8/2018

Evidence of Completion

The evidence will include the agenda, materials, and sign in sheets, as well as products produced by the teachers throughout the session which may include reflections, lesson plans, and exit tickets.

Plan to Monitor Effectiveness of Implementation of G3.B8.S1 `7`

The District Professional Learning Community (DPLC) team will be present for each of the professional development sessions to listen to and observe teacher discussions and participation in order to monitor for teacher understanding of the content. The team will also review the teacher reflections and exit tickets in order to plan for the upcoming professional development sessions and to know if there will be a need to begin the coaching cycle with select teachers.

Person Responsible

Kelly Pelletier

Schedule

Monthly, from 10/2/2017 to 7/6/2018

Evidence of Completion

The evidence for this strategy will include the agenda, resources, and sign in sheets from the professional development sessions as well as the teacher products created during the sessions. These products may include reflections, lesson plans, and exit tickets.

G3.B8.S2 Coaches and administrators will do classroom walkthroughs looking for specific literacy strategies presented in the District Professional Learning Community (DPLC) professional development sessions and will offer teachers feedback on these specific strategies. 4

🔑 S269004

Strategy Rationale

Teachers will have individual needs when it comes to implementing the strategies they are learning in professional development. Instructional rounds will allow for coaches and administrators to see if the implementation of the strategies is happening with fidelity. Teacher feedback will provide the opportunity for teachers to reflect and improve their practice.

Action Step 1 5

Coaches and administrators will do classroom walkthroughs looking for the implementation of the specific literacy strategies presented by the District Professional Learning Community (DPLC). Feedback provided to the teachers will be specific to the strategy being implemented.

Person Responsible

Hollie Pearce

Schedule

Biweekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

The evidence of the observations and feedback to teachers will be collected using a Google form and reviewed by the team to make further decisions on the coaching cycle and professional development.

Action Step 2 5

Coaches and teachers will meet to plan for tiered systems of support for teachers based on the observational data they collect and the feedback given to teachers.

Person Responsible

Kelly Pelletier

Schedule

Biweekly, from 10/2/2017 to 6/8/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B8.S2 `6`

Coaches and administrators will meet to review the data collected, compare the feedback they are giving to teachers, and verify that tiered support is occurring for selected teachers.

Person Responsible

Kelly Pelletier

Schedule

Every 3 Weeks, from 10/2/2017 to 6/8/2018

Evidence of Completion

The evidence that this strategy is being monitored will be the feedback and observation forms as well as the notes from the tiered support coaching meetings for selected teachers.

Plan to Monitor Effectiveness of Implementation of G3.B8.S2 `7`

We will monitor the observation and feedback to teachers to see if there is an improvement in the implementation of the strategies. We will also monitor the student data to see if the there is an increase in proficiency within the core content areas.

Person Responsible

Schedule

Evidence of Completion

The evidence will include teacher observational data and feedback as well as common assessment scores and OCPS benchmark assessments.

G4. Apopka Memorial Middle School will increase ELA and Mathematics learning gains in the bottom 25%. (Division Priority is Narrow the Achievement Gaps) [1]

🔍 G094722

G4.B3 Teachers struggle planning for and executing small group intervention and differentiation strategies into their daily lessons. [2]

🔍 B254689

G4.B3.S1 Use data from common unit assessments to identify student misconceptions in conceptual knowledge of the identified standards. [4]

🔍 S269005

Strategy Rationale

Teachers need to know the misconceptions that need to be addressed in small groups. When teachers analyze the data they can make efficient and targeted instructional decisions for intervention groups.

Action Step 1 [5]

Facilitate data conversations with each math PLC after every common unit exam to identify the skill deficits, student misconceptions, and skills to be targeted in small group interventions.

Person Responsible

Heather Rideout

Schedule

Biweekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

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

Action Step 2 [5]

Facilitate data conversations with each ela PLC after every common unit exam to identify the skill deficits, student misconceptions, and skills to be targeted in small group interventions.

Person Responsible

Hollie Pearce

Schedule

Semiannually, from 8/21/2017 to 6/8/2018

Evidence of Completion

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

Action Step 3 `5`

Conduct professional development and coaching sessions on item analysis within Unify to assist teachers as they look for specific misconceptions and errors in reasoning.

Person Responsible

Hollie Pearce

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Meeting agendas, handouts, minutes, and sign in sheets from professional development sessions. Evidence of data analysis during PLC data meetings.

Plan to Monitor Fidelity of Implementation of G4.B3.S1 `6`

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

Person Responsible

Heather Rideout

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

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

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 `7`

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

Person Responsible

Kelly Pelletier

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

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

G4.B3.S2 Create model classrooms for ela and math teachers to observe successful small group teams used for differentiating instruction. 4

🔍 S269006

Strategy Rationale

Teachers need to see a successful implementation of small group teams used specifically for intervention for students in the lowest 25%.

Action Step 1 5

Select math classrooms using small group intervention effectively and set up a rotation for teachers to observe these small group lessons.

Person Responsible

Heather Rideout

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

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

Action Step 2 5

Select ela classrooms using small group intervention effectively and set up a rotation for teachers to observe these small group lessons.

Person Responsible

Hollie Pearce

Schedule

Monthly, from 8/21/2017 to 6/8/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B3.S2 `6`

Coaches and administrators will meet on a weekly basis to review observational data, make suggestions for model classrooms, and plan to observe changes in instructional practices for the teachers observing the model classrooms.

Person Responsible

Kelly Pelletier

Schedule

Weekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Classroom walkthrough data indicating teachers who are able to implement small group intervention successfully as well as teachers who are struggling to implement small group intervention. This data will then help produce a schedule for peer observations and follow up coaching sessions with teachers who are observing the model classrooms.

Plan to Monitor Effectiveness of Implementation of G4.B3.S2 `7`

Coaches and administrators will meet on a weekly basis to discuss the reflective coaching sessions after a peer observation and will review teacher observation data of these teachers specifically looking at small group intervention implementation.

Person Responsible

Kelly Pelletier

Schedule

Weekly, from 8/21/2017 to 6/8/2018

Evidence of Completion

Classroom walkthrough data specifically looking at small group intervention lessons.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.B8.S2.MA1 🔍 M383471	We will monitor the observation and feedback to teachers to see if there is an improvement in the...		No Start Date	The evidence will include teacher observational data and feedback as well as common assessment scores and OCPS benchmark assessments.	No End Date one-time
G1.MA1 🔍 M383455	Continue to analyze a variety of student achievement data: common unit assessments and OCPS...	Pelletier, Kelly	8/14/2017	Common assessment data and other achievement data will be reviewed for increased student achievement scores; iObservation data will be reviewed for ratings at the applying level in the content design questions 2, 3 and 4.	6/1/2018 every-6-weeks
G2.MA1 🔍 M383464	Continue to analyze a variety of student achievement data: I-ready math/reading, common unit...	Pelletier, Kelly	8/14/2017	Common assessment data and other achievement data will be reviewed for increased student achievement scores; iObservation data will be reviewed for ratings at the applying level in the content design questions 2, 3 and 4.	6/1/2018 every-6-weeks
G3.MA1 🔍 M383473	Continue to analyze a variety of student achievement data: I-ready math/reading, common unit...	Pelletier, Kelly	8/14/2017	Common assessment data and other achievement data will be reviewed for increased student achievement scores; iObservation data will be reviewed for ratings at the applying level in the content design questions 2, 3 and 4. Classroom walkthrough data collected looking for specific strategies presented by the District Professional Learning Community (DPLC) as well as the feedback provided to the teachers on their implementation of the specific strategies.	6/1/2018 every-6-weeks
G4.MA1 🔍 M383484	Continue to analyze a variety of student achievement data: I-ready math/reading, student work...	Pelletier, Kelly	8/28/2017	Common assessment data and other achievement data will be reviewed for increased student achievement scores; iObservation data will be reviewed for ratings at the applying level in the content design questions 2, 3 and 4.	6/1/2018 every-6-weeks
G1.B3.S1.A3 🔍 A358890	Teachers will plan critical thinking questions that require deep analysis of the content, provide...	Pearce, Hollie	10/2/2017	The critical thinking questions will be noted in teacher lesson plans and observation data with specific feedback on the quality of the questions asked by the teacher will indicate the implementation of posing critical thinking questions.	6/1/2018 weekly
G2.B2.S2.MA1 🔍 M383462	Monitor student achievement data on the common unit assessments.	Pearce, Hollie	9/18/2017	Data analysis from each common unit assessment will be reviewed to look for improvement in scores due to the differentiation in the classroom; course grades will be reviewed for successful completion of the course requirements by all students in the classroom. Teachers will receive feedback on the implementation of their differentiated instruction.	6/1/2018 every-3-weeks
G2.B2.S2.MA1 🔍 M383463	Observe in the classroom for evidence of differentiating instruction.	Pelletier, Kelly	9/4/2017	Lesson plans will be reviewed for planned differentiation; administrators and instructional coaches will attend PLC meetings once a week to observe for discussion of differentiation as they plan lessons; classroom observations will be conducted looking for differentiation strategies being used in	6/1/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				the classroom. Teachers will receive feedback on lesson plans through the PLC planning meetings and feedback on instructional strategies through iobservation or notes left by the administrators or coaches.	
G2.B2.S2.A1 A358901	Instructional coaches will conduct professional development focused on using common assessment data...	Pearce, Hollie	8/14/2017	The data discussion sheets and MTSS forms from each PLC meeting will be reviewed monthly for grouping lists based on the unit assessment data; classroom observations will be conducted looking for differentiated groups being used in the classroom.	6/1/2018 monthly
G2.B2.S2.A2 A358902	Instructional coaches will conduct on-going professional development focused on planning for...	Pearce, Hollie	8/14/2017	Lesson plans will be reviewed for planned differentiation strategies; administrators and instructional coaches will attend PLC meetings once a week to observe for discussion of differentiation as they plan lessons.	6/1/2018 weekly
G2.B2.S2.A3 A358903	Professional Learning Communities will meet to review common assessment data and plan lessons...	Pelletier, Kelly	9/4/2017	Lesson plans will be reviewed for discussion of differentiation strategies that would be appropriate for the next unit based on the common assessment data; administrators and instructional coaches will attend PLC meetings once a week to observe for discussion of the common assessment data and how they plan to use differentiation strategies.	6/1/2018 every-3-weeks
G2.B2.S2.A4 A358904	Instructional coaches will provide a continuum of coaching options for teachers who need assistance...	Pearce, Hollie	9/18/2017	The coaches will keep a record of the teachers they are coaching, keep notes on all pre and post conferences, and the lessons that are created together.	6/1/2018 monthly
G1.B3.S1.MA1 M383451	Coaches and administrators will monitor student achievement data and teacher observation data to...	Pelletier, Kelly	10/2/2017	Student data will include common unit assessments and OCPS benchmark assessments. Teacher observation data will include i-observation data and our classroom walkthrough data collection tool.	6/8/2018 monthly
G1.B3.S1.MA1 M383452	Coaches and administrators will attend PLC planning meetings to make sure teachers are planning for...	Pelletier, Kelly	10/2/2017	Lesson plans and PLC planning notes will indicate that the strategies are being planned. Observation data with feedback specific to these questioning strategies will indicate that implementation is occurring in the classroom. Coaching notes may be in evidence if there are teachers who need assistance implementing these strategies.	6/8/2018 weekly
G1.B3.S1.A1 A358888	Teachers will increase their wait time when asking questions and will continue to probe students to...	Pearce, Hollie	10/2/2017	Classroom observation data noting specific feedback on wait time and student questioning techniques. Coaching notes may be in evidence if select teachers are in need of help implementing the strategy.	6/8/2018 daily
G1.B3.S1.A2 A358889	Teachers will structure their questions so that all students are responding and doing the...	Rideout, Heather	10/2/2017	Lesson plans should indicate the questioning structures (think-pair-share, write-pair-share, shoulder partners, etc.) and the strategy for randomly calling on students to share with the class. Observation data noting specific feedback on questioning structures and strategies for calling on students will indicate the	6/8/2018 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				implementation of this strategy. Coaching notes may be in evidence if select teachers are in need of help implementing the strategy.	
G2.B2.S1.MA1 M383460	Observers will note the frequency of extended learning tasks in the classroom and student...	Pearce, Hollie	10/2/2017	Teacher observation data, feedback provided to the teachers, and student data on common unit assessments and OCPS benchmark assessments.	6/8/2018 every-3-weeks
G2.B2.S1.MA1 M383461	Coaches and administrators will be looking for the extended learning opportunities during PLC...	Pearce, Hollie	10/2/2017	Minutes from the PLC planning meetings and lesson plans will indicate that these extended learning tasks are being planned for. Classroom observation data and teacher feedback will indicate that the extended learning tasks are being implemented in the classroom.	6/8/2018 every-3-weeks
G2.B2.S1.A1 A358899	Teachers will plan a complex task using a strategy in design question four related to the standards...	Pearce, Hollie	10/2/2017	The complex task that is an extension of the learning will be documented in the lesson plans and teachers will receive feedback as coaches or administrators observe the lesson.	6/8/2018 quarterly
G2.B2.S1.A2 A358900	Teachers will plan questions that require critical thinking and deep analysis of the standards for...	Pearce, Hollie	10/2/2017	The extended learning questions will be documented in the teacher lesson plans and student responses may be found in the student academic notebooks. Teachers will receive feedback about their questions during PLC planning meetings and classroom observations.	6/8/2018 every-3-weeks
G3.B8.S1.MA1 M383470	The District Professional Learning Community (DPLC) team will attend all professional development...	Pelletier, Kelly	10/2/2017	The evidence will include the agenda, materials, and sign in sheets, as well as products produced by the teachers throughout the session which may include reflections, lesson plans, and exit tickets.	6/8/2018 monthly
G3.B8.S1.A1 A358911	The team for the District Professional Learning Community (DPLC) will attend the selected...	Pelletier, Kelly	10/2/2017	The team will create a professional development calendar and collaborate to put together the lesson plan, power points, and resources necessary to deliver the professional development.	6/8/2018 monthly
G3.B8.S1.A2 A358912	The District Professional Learning Community (DPLC) will deliver the professional development...	Pelletier, Kelly	10/2/2017	The team will have agendas, minutes, resources, and sign in sheets for each professional development sessions. Teachers who move through a coaching cycle will have notes from their pre-conference, observational date during the observed lessons, and notes from the post conference and reflection session.	6/8/2018 monthly
G4.B3.S1.MA1 M383474	Monitor student achievement data, lesson and unit plans, component team meeting goals and classroom...	Pelletier, Kelly	8/21/2017	Common unit assessment results, computer assisted instruction reports, component team meeting minutes, classroom observation data	6/8/2018 monthly
G4.B3.S1.MA1 M383475	Attend the grade level PLC meeting to discuss the data from the common assessment and also review...	Rideout, Heather	8/21/2017	Collect data meeting PLC notes, lesson and unit plans showing plan for small group intervention, common unit assessments, Power i3 consultant notes, classroom observation data and teacher feedback.	6/8/2018 monthly
G4.B3.S1.A1 A358915	Facilitate data conversations with each math PLC after every common unit exam to identify the skill...	Rideout, Heather	8/21/2017	Common unit assessment data analysis, classroom grades, computer assisted instruction data reports, PLC meeting minutes	6/8/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B3.S1.A2 A358916	Facilitate data conversations with each ela PLC after every common unit exam to identify the skill...	Pearce, Hollie	8/21/2017	Common unit assessment data analysis, classroom grades, computer assisted instruction data reports, PLC meeting minutes	6/8/2018 semiannually
G4.B3.S1.A3 A358917	Conduct professional development and coaching sessions on item analysis within Unify to assist...	Pearce, Hollie	8/21/2017	Meeting agendas, handouts, minutes, and sign in sheets from professional development sessions. Evidence of data analysis during PLC data meetings.	6/8/2018 monthly
G1.B3.S2.MA1 M383453	Coaches and administrators will monitor student achievement data, student engagement with...	Pelletier, Kelly	10/2/2017	Student achievement data will include common unit assessments and OCPS benchmark assessments. Student engagement data and teacher language with students when offering feedback and praise will be indicated in classroom walkthrough data.	6/8/2018 monthly
G1.B3.S2.MA1 M383454	Coaches and administrators will observe classrooms offering teachers feedback on their specific...	Pelletier, Kelly	10/2/2017	Classroom observation data and teacher feedback will indicate the implementation of this strategy. Student indicators would include students actively engaged in challenging tasks and demonstrating perseverance when faced with something they do not understand right away.	6/8/2018 every-3-weeks
G1.B3.S2.A1 A358891	Teachers will receive professional development on the difference between a growth mindset and a...	Pearce, Hollie	8/7/2017	The professional development agenda, resources,and sign in sheets.	6/8/2018 quarterly
G1.B3.S2.A2 A358892	Teachers will incorporate class discussions with students about how a growth mindset and a fixed...	Pearce, Hollie	8/14/2017	Classroom observations will offer specific feedback on the language teachers use with students when they are being praised or given feedback on their work. Students will be observed taking risks, stretching themselves, and struggling through challenging tasks.	6/8/2018 daily
G3.B8.S2.MA1 M383472	Coaches and administrators will meet to review the data collected, compare the feedback they are...	Pelletier, Kelly	10/2/2017	The evidence that this strategy is being monitored will be the feedback and observation forms as well as the notes from the tiered support coaching meetings for selected teachers.	6/8/2018 every-3-weeks
G3.B8.S2.A1 A358913	Coaches and administrators will do classroom walkthroughs looking for the implementation of the...	Pearce, Hollie	10/2/2017	The evidence of the observations and feedback to teachers will be collected using a Google form and reviewed by the team to make further decisions on the coaching cycle and professional development.	6/8/2018 biweekly
G3.B8.S2.A2 A358914	Coaches and teachers will meet to plan for tiered systems of support for teachers based on the...	Pelletier, Kelly	10/2/2017		6/8/2018 biweekly
G4.B3.S2.MA1 M383476	Coaches and administrators will meet on a weekly basis to discuss the reflective coaching sessions...	Pelletier, Kelly	8/21/2017	Classroom walkthrough data specifically looking at small group intervention lessons.	6/8/2018 weekly
G4.B3.S2.MA1 M383477	Coaches and administrators will meet on a weekly basis to review observational data, make...	Pelletier, Kelly	8/21/2017	Classroom walkthrough data indicating teachers who are able to implement small group intervention successfully as well as teachers who are struggling to implement small group intervention. This data will then help produce a schedule for peer observations and follow up coaching sessions with teachers who are observing the model classrooms.	6/8/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G4.B3.S2.A1 🔍 A358918	Select math classrooms using small group intervention effectively and set up a rotation for...	Rideout, Heather	8/21/2017	Lesson plans that include plans for the small group teams, observation schedules and reflections of teachers who observe	6/8/2018 monthly
G4.B3.S2.A2 🔍 A358919	Select ela classrooms using small group intervention effectively and set up a rotation for teachers...	Pearce, Hollie	8/21/2017	Lesson plans that include plans for the small group teams, observation schedules and reflections of teachers who observe	6/8/2018 monthly
G3.B8.S1.MA1 🔍 M383469	The District Professional Learning Community (DPLC) team will be present for each of the...	Pelletier, Kelly	10/2/2017	The evidence for this strategy will include the agenda, resources, and sign in sheets from the professional development sessions as well as the teacher products created during the sessions. These products may include reflections, lesson plans, and exit tickets.	7/6/2018 monthly

V. Professional Development Opportunities

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

G1. Apopka Memorial Middle School will increase participation and performance in accelerated courses. (Division Priority is Ensure Career and College Readiness)

G1.B3 Teachers have low expectations for students and don't allow students to engage in a productive struggle.

G1.B3.S1 Teachers will communicate high expectations for students through their actions, word choice, and planning rigorous questions that require critical thinking and deep analysis of the content.

PD Opportunity 1

Teachers will increase their wait time when asking questions and will continue to probe students to deeper thinking rather than doing the thinking for the students.

Facilitator

Hollie Pearce and Heather Rideout

Participants

all teachers

Schedule

Daily, from 10/2/2017 to 6/8/2018

PD Opportunity 2

Teachers will structure their questions so that all students are responding and doing the thinking. Teachers will then randomly select students to share out to the class so that all students are responsible for the thinking.

Facilitator

Hollie Pearce and Heather Rideout

Participants

all teachers

Schedule

Daily, from 10/2/2017 to 6/8/2018

G1.B3.S2 Teachers will help to foster a growth mindset in students so that they are praised for their perseverance and hard work and learn to enjoy challenging tasks.

PD Opportunity 1

Teachers will receive professional development on the difference between a growth mindset and a fixed mindset and how the two mindsets affect student learning. The initial training will be held during pre-planning and additional follow up sessions will occur during PLC planning sessions.

Facilitator

Hollie Pearce and Heather Rideout

Participants

all teachers

Schedule

Quarterly, from 8/7/2017 to 6/8/2018

G2. Apopka Memorial Middle School will increase ELA and Mathematics learning gains in the top 25%. (Division Priority is Ensure Career and College Readiness)

G2.B2 Teachers lack the ability to provide tiered lessons that allow for extended learning for the students in the top 25%.

G2.B2.S1 Teachers will plan student activities and tasks that extended student thinking so that a deeper understanding of the standard is achieved.

PD Opportunity 1

Teachers will plan a complex task using a strategy in design question four related to the standards that they are teaching each quarter. This task will be for students who have shown initial mastery of the content and do not need remediation or reteaching of the content prior to the summative assessment.

Facilitator

Hollie Pearce and Heather Rideout

Participants

all teachers

Schedule

Quarterly, from 10/2/2017 to 6/8/2018

PD Opportunity 2

Teachers will plan questions that require critical thinking and deep analysis of the standards for each unit. These questions will be given to students as they have shown mastery of the content or to stretch the thinking of students when they are between tasks.

Facilitator

Hollie Pearce and Heather Rideout

Participants

all teachers

Schedule

Every 3 Weeks, from 10/2/2017 to 6/8/2018

G2.B2.S2 Teachers will incorporate differentiated instruction based on common assessment data.

PD Opportunity 1

Instructional coaches will conduct professional development focused on using common assessment data to group student for differentiation.

Facilitator

Hollie Pearce and Heather Rideout

Participants

All teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Instructional coaches will conduct on-going professional development focused on planning for differentiation strategies in the classroom.

Facilitator

Hollie Pearce and Heather Rideout

Participants

All teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 3

Professional Learning Communities will meet to review common assessment data and plan lessons incorporating differentiation strategies.

Facilitator

Hollie Pearce, Heather Rideout, Kelly Pelletier, Martha Nelson, Theresa Hearn

Participants

All teachers

Schedule

Every 3 Weeks, from 9/4/2017 to 6/1/2018

PD Opportunity 4

Instructional coaches will provide a continuum of coaching options for teachers who need assistance with providing differentiation in the classroom. These may include peer observations, side by side coaching, consultation, or a full coaching cycle.

Facilitator

Hollie Pearce, Heather Rideout

Participants

All teachers

Schedule

Monthly, from 9/18/2017 to 6/1/2018

G3. Apopka Memorial Middle School will increase ELA, Mathematics, Civics, and Science proficiency in all subgroups. (Division Priority is to Ensure College and Career Readiness)

G3.B8 Teachers lack strategies to help students read, analyze, and gain knowledge from complex text.

G3.B8.S1 The team from the literacy District Professional Learning Community (DPLC) will prepare professional development to teach literacy strategies for helping students to read, analyze, and gain knowledge from complex text in order for students to be proficient in all core content areas. When necessary the District Professional Learning Community team may complete a coaching cycle with teachers who are struggling to implement the strategies.

PD Opportunity 1

The team for the District Professional Learning Community (DPLC) will attend the selected professional development dates provided by OCPS and will meet after returning to campus to plan how to provide the professional development for teachers in all core content areas.

Facilitator

the District Professional Learning Community (DPLC) team

Participants

all teachers

Schedule

Monthly, from 10/2/2017 to 6/8/2018

PD Opportunity 2

The District Professional Learning Community (DPLC) will deliver the professional development session and any follow up coaching cycle sessions with teachers who need additional support with implementation.

Facilitator

the District Professional Learning Community (DPLC) team

Participants

all teachers

Schedule

Monthly, from 10/2/2017 to 6/8/2018

G4. Apopka Memorial Middle School will increase ELA and Mathematics learning gains in the bottom 25%. (Division Priority is Narrow the Achievement Gaps)

G4.B3 Teachers struggle planning for and executing small group intervention and differentiation strategies into their daily lessons.

G4.B3.S1 Use data from common unit assessments to identify student misconceptions in conceptual knowledge of the identified standards.

PD Opportunity 1

Facilitate data conversations with each math PLC after every common unit exam to identify the skill deficits, student misconceptions, and skills to be targeted in small group interventions.

Facilitator

Heather Rideout, Hollie Pearce, Kelly Pelletier, PLC lead teachers

Participants

All math teachers

Schedule

Biweekly, from 8/21/2017 to 6/8/2018

PD Opportunity 2

Facilitate data conversations with each ela PLC after every common unit exam to identify the skill deficits, student misconceptions, and skills to be targeted in small group interventions.

Facilitator

Hollie Pearce, Heather Rideout, Kelly Pelletier, PLC lead teachers

Participants

All ela teachers

Schedule

Semiannually, from 8/21/2017 to 6/8/2018

PD Opportunity 3

Conduct professional development and coaching sessions on item analysis within Unify to assist teachers as they look for specific misconceptions and errors in reasoning.

Facilitator

Hollie Pearce, Heather Rideout, Kelly Pelletier

Participants

All ela and math teachers

Schedule

Monthly, from 8/21/2017 to 6/8/2018

G4.B3.S2 Create model classrooms for ela and math teachers to observe successful small group teams used for differentiating instruction.

PD Opportunity 1

Select math classrooms using small group intervention effectively and set up a rotation for teachers to observe these small group lessons.

Facilitator

Heather Rideout

Participants

math teachers

Schedule

Monthly, from 8/21/2017 to 6/8/2018

PD Opportunity 2

Select ela classrooms using small group intervention effectively and set up a rotation for teachers to observe these small group lessons.

Facilitator

Hollie Pearce

Participants

ELA teachers

Schedule

Monthly, from 8/21/2017 to 6/8/2018

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	Teachers will increase their wait time when asking questions and will continue to probe students to deeper thinking rather than doing the thinking for the students.	$0.00
2	G1.B3.S1.A2	Teachers will structure their questions so that all students are responding and doing the thinking. Teachers will then randomly select students to share out to the class so that all students are responsible for the thinking.	$0.00
3	G1.B3.S1.A3	Teachers will plan critical thinking questions that require deep analysis of the content, provide the best resources for student success, and allow students to struggle and work for the answers.	$0.00
4	G1.B3.S2.A1	Teachers will receive professional development on the difference between a growth mindset and a fixed mindset and how the two mindsets affect student learning. The initial training will be held during pre-planning and additional follow up sessions will occur during PLC planning sessions.	$0.00
5	G1.B3.S2.A2	Teachers will incorporate class discussions with students about how a growth mindset and a fixed mindset can affect their learning. Teachers will use intentional growth mindset language to encourage students to foster a growth mindset in their classroom.	$0.00
6	G2.B2.S1.A1	Teachers will plan a complex task using a strategy in design question four related to the standards that they are teaching each quarter. This task will be for students who have shown initial mastery of the content and do not need remediation or reteaching of the content prior to the summative assessment.	$0.00
7	G2.B2.S1.A2	Teachers will plan questions that require critical thinking and deep analysis of the standards for each unit. These questions will be given to students as they have shown mastery of the content or to stretch the thinking of students when they are between tasks.	$0.00
8	G2.B2.S2.A1	Instructional coaches will conduct professional development focused on using common assessment data to group student for differentiation.	$200.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0282 - Apopka Middle	General Fund		$200.00
			Notes: Paper for copies			

9	G2.B2.S2.A2	Instructional coaches will conduct on-going professional development focused on planning for differentiation strategies in the classroom.	$200.00

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0282 - Apopka Middle	General Fund		$200.00
			Notes: Paper for copies.			

10	G2.B2.S2.A3	Professional Learning Communities will meet to review common assessment data and plan lessons incorporating differentiation strategies.	$15,600.00

		Function	Object	Budget Focus	Funding Source	FTE	2017-18
				0282 - Apopka Middle	General Fund		$15,600.00
				Notes: The hourly salary cost for teachers to be in planning meetings.			
11	G2.B2.S2.A4	Instructional coaches will provide a continuum of coaching options for teachers who need assistance with providing differentiation in the classroom. These may include peer observations, side by side coaching, consultation, or a full coaching cycle.					**$1,500.00**
		Function	Object	Budget Focus	Funding Source	FTE	2017-18
				0282 - Apopka Middle	General Fund		$1,500.00
				Notes: Money for substitutes so teachers can observe the model classrooms.			
12	G3.B8.S1.A1	The team for the District Professional Learning Community (DPLC) will attend the selected professional development dates provided by OCPS and will meet after returning to campus to plan how to provide the professional development for teachers in all core content areas.					**$0.00**
13	G3.B8.S1.A2	The District Professional Learning Community (DPLC) will deliver the professional development session and any follow up coaching cycle sessions with teachers who need additional support with implementation.					**$0.00**
14	G3.B8.S2.A1	Coaches and administrators will do classroom walkthroughs looking for the implementation of the specific literacy strategies presented by the District Professional Learning Community (DPLC). Feedback provided to the teachers will be specific to the strategy being implemented.					**$0.00**
15	G3.B8.S2.A2	Coaches and teachers will meet to plan for tiered systems of support for teachers based on the observational data they collect and the feedback given to teachers.					**$0.00**
16	G4.B3.S1.A1	Facilitate data conversations with each math PLC after every common unit exam to identify the skill deficits, student misconceptions, and skills to be targeted in small group interventions.					**$30,600.00**
		Function	Object	Budget Focus	Funding Source	FTE	2017-18
				0282 - Apopka Middle	General Fund		$30,600.00
				Notes: The hourly cost for teachers to be in data meetings.			
17	G4.B3.S1.A2	Facilitate data conversations with each ela PLC after every common unit exam to identify the skill deficits, student misconceptions, and skills to be targeted in small group interventions.					**$8,200.00**
		Function	Object	Budget Focus	Funding Source	FTE	2017-18
				0282 - Apopka Middle	General Fund		$8,200.00
				Notes: The cost of substitutes for the planning days.			
18	G4.B3.S1.A3	Conduct professional development and coaching sessions on item analysis within Unify to assist teachers as they look for specific misconceptions and errors in reasoning.					**$15,300.00**
		Function	Object	Budget Focus	Funding Source	FTE	2017-18

			0282 - Apopka Middle	General Fund		$15,300.00
			Notes: Money for substitutes for teachers to attend PD or observe in other teachers classrooms as well as hourly salaries for coaching during planning time.			
19	**G4.B3.S2.A1**	**Select math classrooms using small group intervention effectively and set up a rotation for teachers to observe these small group lessons.**				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0282 - Apopka Middle	General Fund		$1,500.00
			Notes: Cost for substitutes for observations.			
20	**G4.B3.S2.A2**	**Select ela classrooms using small group intervention effectively and set up a rotation for teachers to observe these small group lessons.**				**$0.00**
					Total:	**$73,100.00**