

Orange County Public Schools

# Innovation Middle



2017-18 Schoolwide Improvement Plan

## Innovation Middle

13950 STOREY PARK BLVD, Orlando, FL 32832

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

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Middle School 6-8	No	52%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

### School Grades History

Year  
Grade

### 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 Innovation Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

To be the top producer of successful students in the nation

#### 2. School Environment

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

The administration at Innovation Middle School (IMS) encourages frequent and direct communication between teachers and parents for the development of relationships and support of students' success.

IMS learns about students' cultures through supporting continuous student involvement in extracurricular sports and activities. IMS supports over twenty extracurricular and athletic organizations and strives to involve students from various backgrounds. Each activity is sponsored by a teacher and meets at regularly scheduled intervals. Individual teachers also connect with and support student athletes through the Phoenix Fanatics club.

Feedback and support of our students' cultures is garnered through the continued and regular involvement of SAC and PTSA members. IMS will implement an annual multi-cultural event for students, teachers, and parents.

To build positive relationships between students and between students and adults on campus, we will apply restorative practices in anticipation of reliably reducing misbehavior, bullying, and rebellious conduct among students and improve the overall climate for learning. The use of the HERO system helps monitor all forms of student behavior and relays information instantly to parents. IMS also provides recognition for students who positively contribute to school culture. This is done regularly through a teacher-nominated Student of the Month program for each grade level subject-area. Parents and families are invited to participate in an award ceremony for the student achievement.

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

Innovation Middle School puts an emphasis on creating a safe and positive environment for all students. Systems for providing a safe environment for students are monitored continuously for their effectiveness, and adjusted as needed, to ensure that safety is of the utmost consideration to meet the needs of students and the school at all times.

Consistent and clear expectations for student behavior are explicitly taught and are reinforced throughout the school year. Administration utilizes the morning announcements to review the expectations in the cafeteria, classrooms, hallways and media center. There are also mid-day announcements during the three lunches to reiterate the expectations of behavior coming to school, during the day, and after school. Adult supervision is provided before, during, and after school in the common areas. Before and after school supervision is provided in conjunction with the City of Orlando All-Stars Program.

At IMS, Restorative Justice is utilized at our school to teach positive communication skills utilizing a restorative justice circles. Students are able to request a circle if they are having conflict with another student, teacher, or staff member. The facilitator remains a neutral party in this process. This safe environment helps students learn to communicate effectively and safely which may end in agreement or disagreement; however, students understand the group norms set forth and abide by them.

A Positive Behavior System (PBS) model will be implemented through the Hero system to reinforce positive behaviors, such as being on time to class and showing leadership, tenacity, and/or integrity.

**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.**

IMS utilizes a progressive discipline plan, in which students are treated fairly and consistently. This includes, 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. IMS provides clear and consistent expectations for student behavior in order to maximize instructional time for all. School and classroom behavior expectations are meticulously communicated through grade-level assemblies. During these quarterly assemblies, school-wide policies and procedures are reviewed to reinforce the school and classroom expectations. School-wide positive behavior reinforcement occurs through the Hero system. Students who engage in positive behavior earn hero points which are used to gain access to special privileges.

**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.**

Students identified to have social emotional needs greater than those of peers their age and are struggling to maintain adequate academic progress are provided support in the form of a collaborative effort at Innovation Middle School. This effort may include team members from the ESE department, Guidance, Discipline and SAFE working together to ensure a student's needs are met so that they can focus on academic achievement and success.

Parent conferences, continual collaboration and communication across departments are common. Referrals to outside agencies, including OCPs approved School Based Services providers may be facilitated. Events such as Challenge Day will be hosted at Innovation throughout the school year that address social/emotional needs. Several weeks throughout the school year will also address social/emotional needs such as: Kindness Matters, Anti-Bullying, Acts of Kindness. Immediate assessments for "at risk" behavior are made and appropriate steps taken to secure a safe environment and in extreme cases School Resource Officer involvement. The purpose of these interventions is to ensure the student is actively engaged in his/her academics and is able to experience success.

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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.**

At Innovation Middle School, we use the following early warning indicators as part of our early warning system:

- Attendance below 90% even if absence is excused or the result of out-of-school suspension
- Course failure in any ore subject (ELA, Math, Science, Social Studies)

- Accrual of one or more in-school or out-of-school suspensions
- Level 1 score on the English Language Arts or Mathematics FSA in the previous school year

**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	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	0	0	0	0	0	0	0	0	0

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

Innovation Middle School uses the following intervention strategies to improve academic performance of students identified through the early warning system:

- On-going progress monitoring of student grades in core subjects through teacher feedback in weekly data meetings
- Students scoring level 1 on statewide assessment in ELA or math are scheduled into an intensive reading or intensive math program
- Tutoring is offered after school through our All-Stars program
- Academic boot-camps are offered on Saturdays throughout the school year to increase learning opportunities in English language arts, math, science, and civics
- Use of school-wide positive behavior reinforcement through the Hero system
- Use of progressive discipline (lunch detention, Wednesday detention, Thursday detention, Saturday detention) for minor infractions such as tardies, dress code violations, and minor classroom disruptions
- P.A.S.S. (Positive Alternative to School Suspension) is offered as an alternative to in-school suspension
- Alternative to out-of-school suspension program
- Automated attendance calls to parents each day when students are absent
- Attendance monitored weekly by attendance clerk; parent contact is made for students having below 90 percent attendance; attendance plan is created

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 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**

Innovation Middle School works to build positive relationships with families encouraging participation in the Parent Teacher Student Association (PTSA), School Advisory Council (SAC), and Parent Leadership Council (PLC) which all meet on a monthly basis. Events such as Digital Open House, Community Preview, Laptop Distribution, and Meet the Teacher are held at the beginning of the year to allow parents and students to become familiar with the facility as well as services offered. Curriculum-related events, such as Math and Science Night, Calculus Project Family Night and Literacy Night help families better understand content and course offerings. Several forms of electronic communication are used to keep parents informed of student progress and events occurring at the school. These communications include: school website, Facebook, Connect Orange messages, Parent Access, Hero, and Canvas.

**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.**

Innovation Middle School works to build and sustain partnerships with the local community by continuous involvement and participation of various Partners in Education (PIE's) who contribute to various school events and functions. Sustaining a positive relationship with our PTSA provides another path to securing additional involvement of various community members with IMS. Additionally, IMS will continue to work with various philanthropic organizations through after schools clubs and activities involving student participation. IMS actively rents its facility after school hours to several community organizations that engage with our students and their families.

**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
Maestre, Hector	Principal
Baker, Jacquelyn	Assistant Principal
Williams, Jennifer	Assistant Principal
Congelossi, Nicole	Instructional Coach
Ellis McKay, Lanoma	Instructional Coach
Knappins, Krista	Instructional Coach
Chambers, Larry	Dean
Hernandez, Shirley	School Counselor
Conlin, Nasayi	Teacher, ESE

**b. Duties**

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

The Leadership Team works collaboratively to ensure that curriculum and instruction are aligned with the established state standards and delivered in a manner that is consistent with the needs of the students. The team meets weekly to discuss school-wide data in an effort to identify strengths and weaknesses in instructional delivery and the appropriate interventions that lead to both stronger instructional delivery and increased student performance. Academic coaches (Congelossi, Knappins, and Ellis McKay) support teachers in closing instructional delivery gaps through the use of research-based high-yield instructional strategies. Deans (Chambers) have responsibilities including parent involvement and discipline oversight. The Assistant Principals (Baker and Williams) oversee assigned department areas, review lesson plans, evaluate instruction, provide actionable feedback, and coach teachers to strengthen the instructional pedagogical process. The Principal's responsibility is one of instructional leadership with a focus on tight systems of monitoring and deciding changes needed throughout the year to ensure high levels of student academic performance.

**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.**

The process through which school leadership identifies and aligns all available resources is very strategic. Prior to the assignment of courses, personnel certifications are reviewed and a review of previous student performance results is conducted. Courses are then assigned to teachers based on the need of the students. Following this review, additional classified instructional support staff is strategically placed in classes in order to ensure a balanced approach to instructional delivery. Once instructional staffing placements have been finalized, professional development will be given to ensure instructional and support staff are trained in the delivery of the district's adopted curriculum appropriate for meeting the diverse needs of the students. Through strategic personnel placement, appropriate curriculum delivery, and professional development, Innovation MS has aligned all resources to ensure student achievement

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
Hector Maestre	Principal
Tijuanna Nunn	Parent
Pamela Guyton	Teacher
Joshua Agee	Education Support Employee
Yahira Cruz	Teacher
Kellie Chambers	Parent
Stacey Brown	Parent
Jesse Cohen	Teacher
Erika Remley	Parent
Micah Nunn	Student
Tara Quintal	Education Support Employee
Eduardo Quinones	Business/Community
Karla Quintana	Parent
Rupert Conlin	Business/Community
Kristie Caranza	Business/Community

**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, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

Innovation Middle School is a new school and opened for the 2017-2018 school year. Therefore there is no school improvement plan for the previous year to evaluate and review.

*b. Development of this school improvement plan*

The school improvement plan was drafted by the Innovation Middle School Administrative team. The draft of the plan will be reviewed during the School Advisory Council (SAC) meetings to gather input for the SAC members and the revisions will be made to the plan before final submission.

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

Innovation Middle School Advisory Council hold monthly meetings to evaluate current school data and the School Improvement Plan, including budget information.

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

Innovation Middle School is a new school and opened for the 2017-2018 school year. Therefore there is no school improvement plan for the previous year to evaluate and review.

**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
Ellis McKay, Lanoma	Instructional Coach
Chambers, Kellie	Instructional Media
Congelossi, Nicole	Instructional Coach
Williams, Jennifer	Assistant Principal

#### b. Duties

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

The LLT will work on incorporating literacy strategies across content areas and cross-collaborating with other departments. In addition, The LLT will bring literacy to the forefront during curriculum nights. The school will also develop model/demonstration classrooms, use data to analyze the effectiveness of instruction and redesign instruction and resources to meet student learning and intervention needs. Additionally, the LLT will monitor and support the implementation of Florida Standards and research-based strategies in PLCs and through school-wide initiatives that promote literacy.

### D. Public and Collaborative Teaching

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

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

Positive working relationships between new teachers are encouraged through the "Phoenix Nest" beginning teacher program. Weekly meetings of content-area Professional Learning Communities (PLC) foster positive working relationships, by providing teachers with opportunities to plan together, review and compare student performance data, and reflect on best practices. Weekly common planning meetings allow teachers to spend significant time building positive working partnerships. A schedule for professional development has been created to meet the professional needs of all instructional staff. Instructional coaches provide side-by-side coaching, lesson modeling, and intense support as needed.

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

Teacher candidates are carefully screened for backgrounds and degrees in education, as well as subject area knowledge and experience. Teachers who meet highly qualified standards are interviewed and considered for vacant positions. The interview team consists of administrators and current instructional staff. Teachers are provided mentors and supported through Professional Learning Communities. Beginning teachers are provided opportunities for leadership, professional development and time for planning and collaboration provided by our Instructional Dean, Krista Knappins. We retain highly qualified teachers by providing them with ongoing instructional support, the latest technology for their classrooms, and professional development to help them foster educational growth. Teachers are also provided with leadership opportunities within their instructional discipline.

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

The mentor and mentee will meet bi-weekly to discuss research-based strategies, observe experienced teachers implementing strategies, creating and reviewing lesson plans, assist in determining training opportunities for best practices. Teachers were paired according to subject area, and teachers within grade levels have common planning. The mentee will complete the Beginning Teacher Portfolio which is part of the OCPS induction program. Their mentor will track and monitor their progress using the Online Teacher Tracking Tool. Additional support strategies include active participation in Professional Learning Communities and involvement in the "Phoenix Nest" Academy, which will meet the first Wednesday of each month as well as additional Wednesdays as needed. Phoenix Nest provide opportunities for new teachers to discuss school initiatives, instructional strategies, and classroom management tips.

## 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.**

Innovation Middle ensures that its core instructional programs and materials are aligned to Florida Standards through planning and development of lesson plans based on OCPS' established scope and sequence and curriculum resource materials (CRMs), which identify content-area standards for each quarter. Instructional staff participate in professional development based on rigorous activities, learning targets, and student evidence. Teachers meet in weekly PLCs to support planning and development of curriculum aligned with the standards within their content-area. Additionally, test item specifications are used to build assessments that are aligned to the standard as well.

#### 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.**

Various forms of data are collected using both formative and summative assessments. Based on the data from these assessments, instruction is differentiated or modified to meet the needs of students. Below are examples of how this is done in various content areas:

- Reading: Differentiated Instruction (DI), Centers, Gradual Release, Close Reading, Collaborative Structures, Tutoring. Level 1 and Level 2 Reading students are supported through i-Ready.
- English Language Arts (ELA): Model, Writing Workshop, Differentiated Instruction (DI), Centers, Gradual Release, Close Reading, Collaborative Structures, Tutoring
- Social Studies: Differentiated Instruction (DI), Centers, Gradual Release, Formative Assessments, Collaborative Structures, Tutoring
- Science: Differentiated Instruction (DI), Centers, Collaborative Structures, Inquiry Probes, Formative Assessments, Interactive Notebooks, Tutoring

**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:** Weekend Program

**Minutes added to school year:** 3,240

Student tutoring is offered as a three hour block on 18 Saturdays throughout the school year. Saturday tutoring will focus on core academic subject areas. Formative assessment data is analyzed to assess the effectiveness of Saturday tutoring.

***Strategy Rationale***

The purpose of this strategy is to increase the instructional time for students who are not proficient in core content areas. Tutors provide individual instruction to students and monitor their learning.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

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

Rosado, Damian, damian.rosado@ocps.net

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

All tutors will provide the tutoring coordinator with a progression sheet of students. This information will then be made available to the principal and assistant principals for review and adjustments.

- Formative Assessments
- Benchmark Assessments
- Pre/post Assessments
- Reading: i-Ready
- ELA: iReady
- Math: Algebra Nation, i-Ready
- Science: ThinkCentral, FCAT Explorer

**Strategy:** Summer Program

**Minutes added to school year:** 3,840

Selected students are grouped into a cohort and begin their journey with the Calculus Project the summer before entering 7th grade in preparation for Algebra 1 Honors. The program offers continued support and monitoring as they matriculate through AP Calculus. Students who participate in Orange County Calculus Project are required to attend all of the summer preview courses. These courses prepare them for the subsequent math class by introducing students to the core mathematical concepts vital to their success. During the school year these students are grouped in the same mathematics sections to foster peer-to-peer collaboration. They also receive tutoring free of charge.

### **Strategy Rationale**

Efforts to narrow the achievement gap also include IMS's implementation of the Calculus Project for Algebra and Geometry, which strives to increase the number of students enrolled in higher-level math courses.

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

- Enrichment

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

Knappins, Krista, [krista.knappins@ocps.net](mailto:krista.knappins@ocps.net)

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

FSA End-of-Course Exam data is collected and analyzed to determine the success of the Calculus Project. Also, student articulation is tracked to ensure students are progressing towards the goal of completing Calculus by the end of their high school career.

## **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, Â§ 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.**

Innovation Middle School collaborates with our feeder elementary and high schools to coordinate a smooth transition to middle school and high school. Guidance counselors visit elementary schools in the spring for orientations and registration. We also host a parent night for incoming 6th graders where students and parents meet the leadership team, tour the school, and visit the Media Center. The outgoing 8th grade students are visited by the guidance teams from their zone high school and receive information regarding their grade level progression, college and career pathways, magnet programs, and graduation requirements. During their 8th grade year, the students are also provided with career counseling regarding college and career readiness.

### **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.**

Innovation Middle School offers AVID class to students in grades 6-8. AVID stands for Advancement Via Individual Determination. In these classes, students learn about colleges and universities, the requirements and process for admission and financial aid, and the methods for preparing for college admissions tests such as the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Students also take field trips to local college campuses, cultural events, and community activities. Guest speakers are invited to provide valuable information about their own experiences and career options.

Innovation Middle School also engages community professionals in the annual Teach-In event held in the fall each year. This is an opportunity for students to orient themselves to a variety of professions through community visitors sharing their path to their specific career.

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

Students at Innovation Middle School have the opportunity to enroll in Digital Information Technology. This course allows students to explore and use: databases, the internet, spreadsheets, presentation applications, management of personal information and email, word processing and document manipulation, HTML, web page design, and the integration of these programs using software that meets industry standards. Students who successfully complete the course and examination become certified Information Technology Assistants. Students also have the opportunity to work towards earning digital tool certification through the Information and Communications Technology coursework.

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

Innovation Middle School offers Project Lead Way Curriculum. This is a pre-engineering academic course designed to offer students the ability to explore subjects such as automation, robotics, flight and space, magic, electronics, design and modeling. These are foundational courses to prepare them for STEM courses in High School.

7th Grade students engage in a Career and Education Planning course that should result in a completed personalized academic and career plan for the student; emphasizing the importance of entrepreneurship and technology skills; and the application of technology in career fields as appropriate.

Career guidance is also offered to our 6th, 7th, and 8th grade students using the Naviance program as well as classroom presentations from guidance counselors.

**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.**

8th Graders will use the Khan Academy SAT computer program to get personalized, interactive practice to prepare for the Scholastic Aptitude Test (SAT). Innovation Middle School will administer the Pre-Scholastic Aptitude Test (PSAT) to the 8th graders in the fall of 2017.

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 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" 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.** Innovation Middle School teachers will utilize research based writing strategies to increase classroom complexity with a focus on student autonomy.
  
- G2.** Innovation Middle School will improve student achievement by increasing teacher knowledge and understanding of rigorous standards based instruction through participation in district professional learning communities (DPLC's).

## 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.** Innovation Middle School teachers will utilize research based writing strategies to increase classroom complexity with a focus on student autonomy. 1a

G095654

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA Mathematics Achievement	85.0
Civics EOC Pass	95.0
Statewide Science Assessment Achievement	70.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of understanding of research-based writing strategies to increase student achievement.

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

- Marzano instructional framework
- School-based professional development
- School-based instructional coaches

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

Principal and Assistant Principals will review teacher lesson plans, student writing samples, classroom observation feedback, and student achievement results on progress monitoring assessments.

**Person Responsible**

Hector Maestre

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

**Evidence of Completion**

Data analysis

**G2.** Innovation Middle School will improve student achievement by increasing teacher knowledge and understanding of rigorous standards based instruction through participation in district professional learning communities (DPLC's). 1a

G095655

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA Mathematics Achievement	85.0
Civics EOC Pass	95.0
Statewide Science Assessment Achievement	70.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers have limited knowledge of rigorous Florida standards and lack instructional strategies to meet the needs of students.

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

- District Professional Learning Communities
- School based instructional coaches
- Florida Standards and Item Specifications
- Curriculum Resource Materials (CRM's)
- Common planning times

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

Principal and Assistant Principals will analyze student data from progress monitoring assessments as well as common formative assessments based on the standard to determine effectiveness of instructional strategies with the leadership team.

**Person Responsible**

Hector Maestre

**Schedule**

Monthly, from 9/1/2017 to 5/30/2018

**Evidence of Completion**

Data analysis

## Action Plan for Improvement

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

### Problem Solving Key

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

 = Problem Solving Step     S123456 = Quick Key

**G1.** Innovation Middle School teachers will utilize research based writing strategies to increase classroom complexity with a focus on student autonomy. 1

G095654

**G1.B1** Lack of understanding of research-based writing strategies to increase student achievement. 2

B257559

**G1.B1.S1** Teachers will learn and implement the C-E-R strategy. 4

S272528

### Strategy Rationale

This will provide students with a framework to express their reasoning in response to text-based claims. This common practice will increase autonomous student engagement in cognitively complex tasks, meeting the requirements of elements in Design Questions 3 and 4.

### Action Step 1 5

Professional development on the Claim-Evidence-Reasoning (CER) model for all teachers.

#### Person Responsible

Nicole Congelossi

#### Schedule

Monthly, from 8/7/2017 to 5/30/2018

#### Evidence of Completion

PD participation will be monitored by attendance records; implementation of CER will be evident in lesson plans and classroom observations.

### Action Step 2 5

Teacher will engage in common planning facilitated by instructional coaches.

#### Person Responsible

Nicole Congelossi

#### Schedule

On 5/30/2018

#### Evidence of Completion

Common planning participation will be monitored by attendance records; implementation will be documented by the production of collaborative lesson plans.

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

Principal and Assistant Principals will observe professional development, monitor teacher common planning and lesson plans.

**Person Responsible**

Hector Maestre

**Schedule**

On 5/30/2018

***Evidence of Completion***

Sign in sheets and evidence of implementation through lesson plans and observations.

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

Principal and Assistant Principals will monitor the effectiveness of classroom implementation through iObservation and teacher effectiveness through achievement on progress monitoring assessments.

**Person Responsible**

Hector Maestre

**Schedule**

Monthly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

iObservation data for design questions 3 & 4; progress monitoring data

**G2.** Innovation Middle School will improve student achievement by increasing teacher knowledge and understanding of rigorous standards based instruction through participation in district professional learning communities (DPLC's). 1

G095655

**G2.B1** Teachers have limited knowledge of rigorous Florida standards and lack instructional strategies to meet the needs of students. 2

B257560

**G2.B1.S1** Professional development and side by side coaching will enhance teacher knowledge and understanding of standards and strategies. 4

S272529

### Strategy Rationale

By providing an intense focus on what to teach (standards) and how to teach it (strategies), teachers will gain a better understanding of how to meet the rigor of the standards.

### Action Step 1 5

Implement differentiated professional development through the coaching cycle (observation, conferencing, modeling, coaching) in all core instructional areas related to Florida standards and strategies.

#### Person Responsible

Nicole Congelossi

#### Schedule

Monthly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Classroom observation of the coaching cycle

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

Principal and Assistant Principals will participate in and monitor the progress of each PLC to ensure fidelity. Biweekly walks will show evidence of the coaching cycle taking place.

#### Person Responsible

Hector Maestre

#### Schedule

Weekly, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Utilize progress monitoring observation logs that indicate the level of instructional alignment to the standards.

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

Principal and Assistant Principals will meet weekly to discuss meetings, cycles, trends, and student achievement data. This will be monitored through teacher observations using the iObservation tool.

**Person Responsible**

Hector Maestre

**Schedule**

Weekly, from 8/14/2017 to 5/30/2018

***Evidence of Completion***

Monitor the professional growth of iObservation data

**G2.B1.S2** Teacher leaders will participate in the district professional learning communities and use knowledge to facilitate the planning of lessons that are aligned to the full rigor of the standard within their content area **4**

 S272530

### **Strategy Rationale**

Planning and implementing lessons that meet the full rigor of the standard ensures alignment between curriculum, instruction, and assessment. When this occurs, student achievement will increase.

### **Action Step 1** **5**

Initial District PLC meeting for selected school leaders across content areas

#### **Person Responsible**

Hector Maestre

#### **Schedule**

On 10/25/2017

#### **Evidence of Completion**

Observation of lesson plans and lesson implementation

### **Action Step 2** **5**

Training of teachers in Close Reading strategies by department

#### **Person Responsible**

Nicole Congelossi

#### **Schedule**

Weekly, from 11/1/2017 to 11/30/2017

#### **Evidence of Completion**

PLC and Department meeting agendas identifying Close Reading strategies that for teacher teams. Walk throughs by the Leadership Team will begin November 13, using the framework for Close Readings. Monitored through observations.

### Action Step 3 5

On going monitoring of the Close Reading strategies in all content areas.

**Person Responsible**

Hector Maestre

**Schedule**

Quarterly, from 12/1/2017 to 5/30/2018

**Evidence of Completion**

Classroom observations

### Action Step 4 5

Participation of DPLC members in training at the district level. Information learned will be presented through subject departments.

**Person Responsible**

Hector Maestre

**Schedule**

Every 6 Weeks, from 10/25/2017 to 5/10/2018

**Evidence of Completion**

Attendance and session materials

### Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Classroom observations

**Person Responsible**

Jacquelyn Baker

**Schedule**

Weekly, from 11/13/2017 to 5/31/2018

**Evidence of Completion**

Classroom observations with actionable feedback to support teachers with implementation of the Close Reading strategy.

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2** 7

Leadership team observations and actionable feedback to teachers. Implementation of the coaching cycle where necessary.

**Person Responsible**

Hector Maestre

**Schedule**

Weekly, from 11/13/2017 to 5/31/2018

***Evidence of Completion***

Marzano observation data, coaching cycle notes

### IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G2.B1.S2.A1 A365743	Initial District PLC meeting for selected school leaders across content areas	Maestre, Hector	10/25/2017	Observation of lesson plans and lesson implementation	10/25/2017 one-time
G2.B1.S2.A2 A365744	Training of teachers in Close Reading strategies by department	Congelossi, Nicole	11/1/2017	PLC and Department meeting agendas identifying Close Reading strategies that for teacher teams. Walk throughs by the Leadership Team will begin November 13, using the framework for Close Readings. Monitored through observations.	11/30/2017 weekly
G2.B1.S2.A4 A365746	Participation of DPLC members in training at the district level. Information learned will be...	Maestre, Hector	10/25/2017	Attendance and session materials	5/10/2018 every-6-weeks
G1.MA1 M391610	Principal and Assistant Principals will review teacher lesson plans, student writing samples,...	Maestre, Hector	8/14/2017	Data analysis	5/30/2018 monthly
G2.MA1 M391615	Principal and Assistant Principals will analyze student data from progress monitoring assessments...	Maestre, Hector	9/1/2017	Data analysis	5/30/2018 monthly
G1.B1.S1.MA1 M391608	Principal and Assistant Principals will monitor the effectiveness of classroom implementation...	Maestre, Hector	8/14/2017	iObservation data for design questions 3 & 4; progress monitoring data	5/30/2018 monthly
G1.B1.S1.MA1 M391609	Principal and Assistant Principals will observe professional development, monitor teacher common...	Maestre, Hector	8/14/2017	Sign in sheets and evidence of implementation through lesson plans and observations.	5/30/2018 one-time
G1.B1.S1.A1 A365740	Professional development on the Claim-Evidence-Reasoning (CER) model for all teachers.	Congelossi, Nicole	8/7/2017	PD participation will be monitored by attendance records; implementation of CER will be evident in lesson plans and classroom observations.	5/30/2018 monthly
G1.B1.S1.A2 A365741	Teacher will engage in common planning facilitated by instructional coaches.	Congelossi, Nicole	8/7/2017	Common planning participation will be monitored by attendance records; implementation will be documented by the production of collaborative lesson plans.	5/30/2018 one-time
G2.B1.S1.MA1 M391611	Principal and Assistant Principals will meet weekly to discuss meetings, cycles, trends, and...	Maestre, Hector	8/14/2017	Monitor the professional growth of iObservation data	5/30/2018 weekly
G2.B1.S1.MA1 M391612	Principal and Assistant Principals will participate in and monitor the progress of each PLC to...	Maestre, Hector	8/14/2017	Utilize progress monitoring observation logs that indicate the level of instructional alignment to the standards.	5/30/2018 weekly
G2.B1.S1.A1 A365742	Implement differentiated professional development through the coaching cycle (observation,...	Congelossi, Nicole	8/14/2017	Classroom observation of the coaching cycle	5/30/2018 monthly
G2.B1.S2.A3 A365745	On going monitoring of the Close Reading strategies in all content areas.	Maestre, Hector	12/1/2017	Classroom observations	5/30/2018 quarterly
G2.B1.S2.MA1 M391613	Leadership team observations and actionable feedback to teachers. Implementation of the coaching...	Maestre, Hector	11/13/2017	Marzano observation data, coaching cycle notes	5/31/2018 weekly
G2.B1.S2.MA1 M391614	Classroom observations	Baker, Jacquelyn	11/13/2017	Classroom observations with actionable feedback to support teachers with implementation of the Close Reading strategy.	5/31/2018 weekly

## V. Professional Development Opportunities

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

**G1.** Innovation Middle School teachers will utilize research based writing strategies to increase classroom complexity with a focus on student autonomy.

**G1.B1** Lack of understanding of research-based writing strategies to increase student achievement.

**G1.B1.S1** Teachers will learn and implement the C-E-R strategy.

### **PD Opportunity 1**

Professional development on the Claim-Evidence-Reasoning (CER) model for all teachers.

#### **Facilitator**

Nicole Congelossi, Lanoma Ellis McKay, Krista Knappins

#### **Participants**

All

#### **Schedule**

Monthly, from 8/7/2017 to 5/30/2018

### **PD Opportunity 2**

Teacher will engage in common planning facilitated by instructional coaches.

#### **Facilitator**

Nicole Congelossi, Lanoma Ellis McKay, Krista Knappins

#### **Participants**

All

#### **Schedule**

On 5/30/2018

**G2.** Innovation Middle School will improve student achievement by increasing teacher knowledge and understanding of rigorous standards based instruction through participation in district professional learning communities (DPLC's).

**G2.B1** Teachers have limited knowledge of rigorous Florida standards and lack instructional strategies to meet the needs of students.

**G2.B1.S1** Professional development and side by side coaching will enhance teacher knowledge and understanding of standards and strategies.

### **PD Opportunity 1**

Implement differentiated professional development through the coaching cycle (observation, conferencing, modeling, coaching) in all core instructional areas related to Florida standards and strategies.

#### **Facilitator**

Nicole Congelossi, Krista Knappins, Lanoma McKay Ellis

#### **Participants**

All

#### **Schedule**

Monthly, from 8/14/2017 to 5/30/2018

**G2.B1.S2** Teacher leaders will participate in the district professional learning communities and use knowledge to facilitate the planning of lessons that are aligned to the full rigor of the standard within their content area

### **PD Opportunity 1**

Initial District PLC meeting for selected school leaders across content areas

#### **Facilitator**

Curriculum, Instruction, and Digital Learning

#### **Participants**

All

#### **Schedule**

On 10/25/2017

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	<b>Professional development on the Claim-Evidence-Reasoning (CER) model for all teachers.</b>				<b>\$1,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7300	510-Supplies	1871 - Innovation Middle	General Fund		\$1,500.00
			<i>Notes: Materials/Supplies for implementation of C-E-R strategies across content areas; Novels, DBQ Project, Manipulatives</i>			
2	G1.B1.S1.A2	<b>Teacher will engage in common planning facilitated by instructional coaches.</b>				<b>\$0.00</b>
3	G2.B1.S1.A1	<b>Implement differentiated professional development through the coaching cycle (observation, conferencing, modeling, coaching) in all core instructional areas related to Florida standards and strategies.</b>				<b>\$7,480.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	7300	140-Substitute Teachers	1871 - Innovation Middle	General Fund		\$7,480.00
			<i>Notes: Substitute teachers for common planning days, professional development, lesson study</i>			
4	G2.B1.S2.A1	<b>Initial District PLC meeting for selected school leaders across content areas</b>				<b>\$0.00</b>
5	G2.B1.S2.A2	<b>Training of teachers in Close Reading strategies by department</b>				<b>\$0.00</b>
6	G2.B1.S2.A3	<b>On going monitoring of the Close Reading strategies in all content areas.</b>				<b>\$0.00</b>
7	G2.B1.S2.A4	<b>Participation of DPLC members in training at the district level. Information learned will be presented through subject departments.</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$8,980.00</b>