

# Memorial Middle



# 2017-18 Schoolwide Improvement Plan

## Memorial Middle

2220 W 29TH ST, Orlando, FL 32805

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

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	97%

### School Grades History

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

*\*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 Memorial 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, teachers and support staff at Memorial Middle learn about student cultures and focus on building relationships through the utilization of multiple strategies. Ethnic and cultural activities will be implemented to build awareness and appreciation for diversity. To further cultivate student and teacher relationships, parents, students, and teachers are provided an opportunity to attend monthly culturally and academically enriched events, such as family nights and Parent Academies provided by the district. In addition, Memorial will host a Spanish Heritage Celebration in October and a Black History production in February.

Relationships are continuously built through My Brother's Keeper mentoring, Motivational Coaches of America (MCUSA) counseling, meetings with Guidance Counselors, extracurricular activities, intervention groups, tutoring, and the use of City Year of Orlando Americorp volunteers. Parents are invited to participate in the Parent Teacher Association (PTA) and the School Advisory Council (SAC), as well as become an ADDitions volunteer during Meet the Teacher and Open House.

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

Memorial Middle School will create an environment where students feel safe and respected before, during, and after school. At the beginning of the school year, administrators and faculty members share their high expectations for academics and behavior, as well as Memorial's non-negotiables for maintaining a safe and respectful environment. In order to support a safe and orderly learning environment, faculty and staff members will provide supervision throughout the entire school day and hold students accountable for meeting behavioral expectations. Guidance Counselors, the SAFE Coordinator, and the School Resource Officer (SRO) will facilitate small groups to teach students social, emotional, and personal skills. The Attendance Clerk, Social Worker, and Deans will continue to monitor student behavior and attendance, as well as provide intensive support to meet the needs of families.

##### Before School:

At the beginning of each school day, the City Year of Orlando Americorp volunteers welcome students with encouraging chants, phrases and words. Teachers are accessible to meet with students for tutoring, mentoring, and conferences. The grade level deans and the All Stars program welcome walkers, bike riders, and car riders in the morning and provide breakfast and a safe space in the cafeteria. The guidance counselors welcome the bus riders in the gymnasium and breakfast is provided prior to dismissal to class.

During School:

Memorial Middle School utilizes a Positive Behavior Support system to ensure the school's behavioral expectations are consistently followed in the classrooms and common areas for a safe and orderly environment. Students demonstrating positive character choices are rewarded with "Soldier Bucks." Teachers greet students warmly by name every time they enter the classroom. Teachers are expected to make positive personal contact with their students' families at least once during each quarter of the school year. Faculty and staff are encouraged to facilitate classroom collaboration in which students are safe to voice their academic thought process. The athletic department and after school clubs support individual student interests.

After School:

Memorial offers students an opportunity to participate in an eighth hour class to provide additional support in reading and mathematics. In addition, teachers are available to meet with students for tutoring, mentoring, and conferences. Students are able to participate in after-school clubs, activities, and tutoring provided by the school and community partners including After-School All-Stars.

**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.**

Memorial Middle School will be implementing school wide rules and procedures in relation to every classroom on campus. There will also be an emphasis on design question 5 in the Marzano framework that looks at ways to increase student engagement through research based strategies during the delivery of instruction. By following the effective, research-based practices outlined in the Marzano framework, teachers develop methods for clearly communicating their expectations on classroom activities and transitions. Teachers will receive professional development in classroom management, methods to deescalate student behaviors, and effective implementation of student engagement strategies within the classroom. Guidance Counselors, the SAFE Coordinator, and Deans will facilitate Restorative Justice rounds. The goal of the Restorative Justice initiative is to reduce the suspension rate by building a school culture that focus on relationships, gives voice to all, engages in problem solving, enhances personal responsibility, and empowers change and growth.

The Code of Student Conduct helps parents and school personnel understand the guidelines for maintaining a safe and orderly learning environment. Students learn appropriate behaviors through instruction, practice, feedback, and encouragement. With consistency in behavioral expectations, students learn that there are both consequences and rewards for their choices. The code of conduct will be reviewed with each student during the first week of school and the behavioral expectations will be restated in all classes until norms are evident in student actions. All Memorial teachers and staff members are to review the OCPS Code of Student Conduct each quarter and follow it at all times. To this end, Memorial Middle School has created a positive reward system utilizing "Soldier Bucks" that reinforce the expectations and recognize students for doing their part in ensuring a positive school environment. In addition, all classrooms have posted a visual display of school and behavioral expectations which include dress code, the school wide discipline matrix, and the "Soldier Manners" character standards. The combination of these actions should result in:

- Reduced classroom disruptions and office referrals
- Improved classroom climate
- Increased student on-task behavior
- Established respectful and civil interactions

**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.**



Guidance Counselors and the SAFE Coordinator will facilitate small groups to teach students social, emotional, and personal skills. The social-emotional needs are met by providing Students with Emotional/Behavioral Disabilities (SEDNET) counseling referrals, Student Assistance and Family Empowerment (SAFE) referrals, and Restorative Justice circles. Memorial works closely with the school social worker to provide additional support for students and families. The Multiagency Network for Students with Emotional/Behavioral Disabilities (SEDNET) creates and facilitates a network of key stakeholders committed to assisting in the provision of a quality system of care for students with or at-risk of emotional and/or behavioral challenges. Relationships are continuously built through My Brother's Keeper mentoring and Motivational Coaches of America (MCUSA). My Brother's Keeper (MBK) is a national initiative that addresses persistent opportunity gaps faced by young men of color. MBK aims to ensure that all young people reach their full potential. Motivational Coaches of America (MCUSA) is a school based program for at risk kids struggling with anger management, substance abuse, self esteem issues, and a wide variety of additional behavioral challenges. Memorial also partners with City Year of Orlando Americorp and the volunteers facilitate opportunities for students to work in small group settings within the classroom, as well as build relationships with students during lunch, before and after school.

### 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.

The school-based Multi-Tiered System of Support (MTSS) Leadership Team meets regularly to identify and monitor students that exhibit early warning indicators. Additionally, the team reviews progress monitoring data to determine the effectiveness of academic and behavior interventions. The MTSS Coordinator, School Social Worker, School Psychologist, parent(s) and classroom teachers attend the meetings to identify concerns and provide input on the student's progress. The Dean and Guidance Counselor are also invited based on the individual needs of the student. Intervention plans, as well as behavior contracts if needed, are implemented and monitored by the MTSS Leadership Team.

Attendance indicators include students with high rates of: absenteeism, tardy rates, number of days in Positive Alternative to School Suspension (PASS), and/or number of days with Out of School Suspensions (OSS).

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

#### 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	88	96	101	0	0	0	0	285	
One or more suspensions	0	0	0	0	0	0	58	68	65	0	0	0	0	191	
Course failure in ELA or Math	0	0	0	0	0	0	24	17	29	0	0	0	0	70	
Level 1 on statewide assessment	0	0	0	0	0	0	164	136	160	0	0	0	0	460	

**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	84	92	95	0	0	0	0	271	

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

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

- Tutoring (Saturdays, before and after school) throughout the school year to increase learning opportunities in reading, math, and science
- Extended learning opportunity by attending an 8th period focused on math or reading
- Math and reading intervention classes
- Weekly data analysis chats to determine academic and behavioral root causes to provide appropriate student interventions
- Alternative to out-of-school suspension is the Positive Alternative to School Suspension (PASS)
- Another alternative to out-of-school suspension is the partnership established with local non-profit organization to offer instruction at their location with parental support
- Early truancy meetings with students and parents
- SEDNET referrals
- Teachers, deans, and guidance counselors make phone calls home when students receive 3 or more consecutive absences to monitor attendance
- The Attendance Clerk, Deans, and Assistant Principal mail out the 5 day and 10 day absence notification letters home to parents, as well as organizes Child Study Team meetings for students with 10 or more unexcused absences to monitor truancy
- Progressive discipline which includes lunch detention and Wednesday detention for in-school tardies to track class attendance
- Automated attendance calls to parents for absent students
- Deans visit with the Elementary schools' and High schools' administration to discuss student behavioral concerns of rising 6th and 8th grade students
- Guidance counselors visit the Elementary schools to discuss proper academic placement for incoming 6th grade students. The guidance counselors from the high schools visit Memorial to explain the various academic opportunities for rising 8th grade students.

**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**

A major goal for the 2017-18 school year is to increase parental and community involvement. All faculty and staff will make a concerted effort to encourage all children and parents to participate in one or more school events during the academic year. Parents will be recruited to become ADDition

volunteers, Parent Teacher Association (PTA) members and School Advisory Council (SAC) members during Meet the Teacher, Open House, and family nights. Parents will have the opportunity to register to become a volunteer at a station set up in the cafeteria or media center. Parents will be informed about upcoming events via newsletters, parent meetings and conferences, school website, Facebook and Connect-Orange phone, text and email messages. Parents will be encouraged to frequently access their child's grades through the ProgressBook website. Informed and involved parents are vital to the school community and success.

In addition, for the 2017-2018 school year, Mrs. Baker Drayton, Principal, hired a full-time Parent Coordinator that is a member of the staff. The Parent Coordinator will help strengthen parental engagement and involvement at Memorial Middle School by conducting home visits, hosting parent workshops, educating teachers and staff on effective communication strategies that creates an environment where parents are equal partners, providing referrals to community-based services for families, helping develop ongoing relationships with community and faith based organizations, expanding the school's opportunities for voluntary community service and civic participation, developing community collaborations, and promoting sharing of power with parents as equal decision-makers and help parents understand the educational system so they can better support their child's learning at home.

The School Advisory Council (SAC) is the school committee responsible for developing, implementing, and evaluating school plans including the School Improvement Plan (SIP) and the Parental and Family Engagement Policy (PFEP). The committee is composed of parents, teachers, faculty, and community members with diverse backgrounds. Parents will be included in the development and implementation of Memorial's Title I plan by attending monthly SAC meetings, parent conferences and responding to the school's needs assessment surveys. Additionally, parents will be given the opportunity to review the plans and offer their suggestions and revisions prior to approval. During SAC meetings, when the SIP and/or PFEP are developed, the committee will seek input from parents and the community on how the parental involvement funds will be used. Last, Memorial will provide on-going parental involvement through extracurricular student events and parent nights, such as Meet the Teacher and Open House. In addition, communities, families, and staff will be afforded the opportunity to serve on the Community Assessment Team (CAT).

Community Assessment Teams are composed of parents, educators, local government and business representatives, and community activists to review performance data in schools earning a grade of F or three consecutive grades of D. The CAT, discuss and explore viable ways to support Memorial and meet the needs of our students. Memorial has also expanded the Partner in Education program to collaborate with community businesses in an effort to both support the business, as well as students and teachers. The community partnerships will support and provide incentives for faculty and students to encourage high academic success and attendance.

## **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.**

Memorial Middle School has established a Community Assessment Team (CAT) to enlist and engage parents and community members in the process of reviewing student achievement data and developing recommendations for school improvement. Additionally, the school Parent Coordinator will be working directly with parents, philanthropists, and governmental officials to reach out to parents and the community to provide an opportunity to meet the new Principal, Mrs. Tamara Baker Drayton. In addition, Memorial is working to expand the Partners in Education (PIE) program to build and sustain partnerships with businesses and community organizations. OCPS partners with "A Gift for Teaching" which provides teacher and staff with supplies for students and classrooms. Other examples of partnerships include Orlando Utilities Commission (OUC), All Stars, and Dream Catchers. In addition, the City Year of Orlando Americorp members provide our students with one-on-one support to overcome challenges they face both in and out of school, work with individual students who are at-risk of dropping out, provide support to help transform the whole school, lead school-wide events and activities, and provide in class

support for teachers. For example, during Meet the Teacher, City Year of Orlando Americorp members helped with handing out schedules and maps while interacting with the students and parents. All Stars and Dream Catchers also attended Meet the Teacher to provide information and allow parents to sign their child up for the program. Memorial plans to increase the number of Partners in Education at extracurricular events to bridge relationships between school, community and parents.

## 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
Baker-Drayton, Tamara	Principal
McMurtry, Leanda	Assistant Principal
Brennan, Cindy	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.***

**Principal:** The Principal is responsible for the overall operation of the school. Some of these operations include: being an instructional leader, hiring effective faculty and staff, providing teachers with actionable feedback to improve instructional pedagogy, creating a safe and positive school culture, supervising and evaluating faculty and staff, maintaining secure funding for the school, and conduct weekly data analysis meetings to create academic action plans to address student needs and improve student achievement school wide.

**Assistant Principal:** Observes instructional delivery, provides teachers with actionable feedback, participates in common planning, assists with professional development, monitors the MTSS process and the implementation of the Positive Behavior System (PBS).

**Dean and Guidance Counselor:** Monitor and support students who demonstrate social-emotional needs. Participate in the development of behavior plans for specific students and collect data on behavioral trends, while also monitoring and supporting the school wide behavior management plan. Additionally, they will communicate with parents and provide resources for families in need of support. The Dean and Guidance Counselor coordinates community resources, and monthly family nights and workshops for parents. For example, family events include the Spanish Heritage Celebration, Community Service Night, Magnet Fair and Open House, Art Expo, and the Black History presentation.

**Instructional Coach:** Provide individual and group professional development that expand and refine the understanding of effective instruction. In order to meet this purpose, instructional coaches provide personalized support, through the utilization of the coaching cycle (e.g. coaching, modeling, observation, conferencing, etc.) that is based on the goals and identified needs of individual teachers and administrators. Instructional coaches provide support in analyzing student assessment data and making instructional decisions based on student need.

**Staffing Specialist:** Ensures appropriate placement and monitoring of services for students meeting criteria for Exceptional Student Education programs. They will provide Best Practices for Inclusive Education (BPIE) assessment goals and ensure fidelity of implementation.

ESOL Compliance Specialist (ECS): Assists with school screening using Idea Proficiency Tests (IPT) which determines the services provided for children with Limited English Proficiency (LEP) or English for Speakers of Other Languages (ESOL). Assists with data collection and data analysis of the World-Class Instructional Design and Assessment (WIDA) testing given to non-English language students. Serves as a liaison for parents to help meet students educational needs. The ECS is involved with instructional planning with teachers to address the needs of LEP students by providing ESOL strategies to implement within lessons.

**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 Every Student Succeeds Act (ESSA) suggests that success is much broader than academic achievement and requires states to incorporate non-academic factors into their accountability systems. These factors may include measures of character, integrity and other factors that point to preparation for life. In addition to helping students achieve at high levels, Memorial Middle School will implement a Positive Behavior Support (PBS) system, which is called "MMS Soldier Manners". The implementation of a PBS system, promotes improvement in student behavior across the entire school. It provides administrators, teachers, and students with tools they need to achieve a more cohesive school environment and provide a better understanding of specific problems on the school campus. To foster a culture of high achievement, Memorial will recognize the A/B honor roll students throughout the year through PBS.

The goal of the PBS system at Memorial Middle School is to decrease the frequency and severity of infractions and increase appropriate student behaviors in both social and academic situations. Memorial will have four clearly stated expectations for Soldier Manner success, which are Thinking Responsibly, Having Respect, Coming to School Prepared, and Showing Self Control. Students will receive positive rewards when they are caught demonstrating one of the identified Soldier Manners behaviors from faculty and staff. The social component of the PBS system is the component that determines what it feels like to be in a school and how people treat one another. As the school shapes and enforces the desired social code and the moral code that underlies it, there will be a noticeable and positive change in the school's learning environment. The school's atmosphere will become safer, orderly, supportive and clearly devoted to high academic achievement for all students. The school's traditional emphasis on discipline will be accompanied by a high degree of nurturing. This helps to prevent the loss of children who might otherwise be at risk of succumbing to gangs and other negative forces.

All teachers will work with the school administration, the leadership team, and content area leads to ensure that a standards-aligned, engaging instructional program is delivered to all students. The following indicators will be monitored during classroom walkthroughs as a way to provide teachers with actionable feedback, as well as track teacher instructional practices: identifying and communicating the content considered essential for all students as opposed to the supplemental information, ensuring that the essential content is taught during the designated time frame based on the scope and sequence, sequencing and organizing the essential content in such a way that students have ample opportunity to learn the content and are able to apply their knowledge in real world scenarios, ensuring that teachers address the essential content using highly effective and engaging instructional strategies, and protecting instructional time, as well as collaboration time with Professional Learning Communities (PLC).

According to the 2016-2017 FSA data, 25% of the students were proficient in reading and 26% were

proficient in mathematics. Consequently, Memorial students attended a camp prior to the first day of school to jump start student learning. Targeted students attended a one week Jumpstart camp where they received intense core instruction, social development and a first-hand glimpse of Memorial's expectations for student behavior and learning. The Jumpstart camp focused on reading, writing, and mathematics. The camp was intentionally structured to support the learning needs of students by providing a "jump start" to the 6th grade curriculum.

In addition to Jumpstart, students will receive more intense support by extending the learning day four times per week through an eighth period class. Although, this class is not mandatory, the Principal and Parent Coordinator will employ multiple strategies to ensure there is a significant amount of student participation. Also, all students will have the opportunity to attend tutoring twice a week and on select Saturdays. This will allow more targeted and data-driven instruction to occur within each core content area. Students that participate in the eighth hour and school wide tutoring sessions will receive weekly feedback and data review regarding skill mastery and academic performance. Students below grade level proficiency will be given additional support through intensive reading and math classes.

During the 2017-2018 school year, Memorial will implement the International Bachelorette (IB) program school wide. The IB program has expanded to include all students through Social Studies, Science and Physical Education. In addition, all students at or above grade level will be placed in accelerated classes including Algebra I, Geometry, Earth Space Science Honors, Physical Science Honors, as well as advanced IB core academic classes.

Memorial will utilize Springboard for ELA which embeds high academic and character standards throughout its lessons and activities. Aimed to close the proficiency gap in reading, students will receive direct instruction during intensive reading classrooms utilizing a research based program, titled Corrective Reading (SRA) at least 3 times per week. The remaining days will focus on small group targeted instruction. Memorial will begin using Acaletics as an intervention math program which is designed to strengthen student fluency skills and enhance student's background in math. The school will also receive job embedded coaching support to improve student learning in their intensive math classrooms. Memorial will use i-Ready in both intensive reading and math classrooms. i-Ready provides a computer-based intervention program and materials that are targeted to the individual needs of the students and aligned to the standards. In addition, Memorial has partnered with City Year of Orlando Americorp members to ensure students have the opportunity to interact positively with another adult (tutors and mentors) in the majority of the core academic and intervention classrooms to promote student learning.

To measure student progress, all students at Memorial will take the i-Ready diagnostic test in both reading and math to provide student specific data in areas of strengths and deficiencies. The i-Ready diagnostic test is given 3 times per year to create a baseline, mid-year check, and end of year snapshot that monitors student growth throughout the year. I-Ready also provides ongoing progress monitoring and formative assessments. Based on both the FSA and i-Ready data, students will receive ability grouped interventions that are differentiated and fluid in all classrooms which includes push-in or pull-out student support in core classes.

Instructional Coaches and school administrators will participate in common planning with teachers to share resources and develop rigorous lessons/activities that align to the full intent of the standards. In addition, the coaching cycle will be utilized as an effective tool for targeted teacher improvement. Teachers and coaches work collaboratively to improve pedagogy and achieve specific goals. Using Marzano's strategies, coaches facilitate whole and small group professional development to equip faculty with the knowledge and skills they need to implement effective instructional practices. The team of instructional coaches will facilitate data dialogue with teachers (using multiple sources of data), help identify student needs, and assist with altering or differentiating instruction based on need.



The MTSS coordinator supports and monitors the school leadership teams in their roles to increase student achievement. The MTSS coordinator provides professional developments and assists in making data-driven decisions about the curriculum, instruction, intervention and ongoing assessment based on the Differentiated Accountability Model and the Florida Continuous Improvement Model (FCIM). The instructional coaching model is a powerful form of job-embedded professional development that helps teachers in their classrooms and has proven to increase student achievement. The School Transformation Office (STO) will work in collaboration with school-based leadership teams and instructional coaches to provide and align professional development that is job-embedded in the following modules to support school-based staff to improve instruction:

For students:

- Mastering age-appropriate skills and knowledge
- Developing organizational and higher-order thinking skills
- Living up to individual responsibilities for learning: completing assignments and homework, regular school attendance, paying attention and participating in class, and applying oneself with dedication of excellence

For teachers:

- The close alignment of curriculum with rigorous standards and assessments
- Delivering the established curriculum while following pacing and planning guides to ensure all essential content is taught
- Differentiating instruction: using a variety of instructional approaches and tailoring them to the specific needs of individual students
- The regular use of assessments to determine if the students are mastering the content
- Providing targeted re-teaching based on gaps identified by assessments

Title I Part A: Services are used to fund after-school and Saturday school tutoring programs for students that need additional instructional support. The school allocates the remainder of the funds to be used for staff development, instructional materials, and parental involvement activities.

Title I Part B: N/A

Title I Part C: N/A

Title I Part D: N/A

Title II: Funds are used for staff development activities that are designed to improve student achievement and instruction. These funds will be used to provide staff development in Florida State Standards, PBS, and PLC's.

Title III: Resources and materials are provided by the district to increase academic achievement of ELL students. Any additional funds are distributed to the school for purchase of instructional materials and to assist in the funding of after-school and Saturday tutoring programs.

Title X: The district and school-based personnel provide resources such as clothing, school supplies, food, and social services referrals for students identified as homeless (under the McKinney-Vento Act). The goal is to eliminate educational barriers that prevent students from receiving appropriate educational services. Parents are provided gas cards and/or public transportation passes to ensure that students are able to attend school without any interruptions.

Supplemental Academic Improvement (SAI): SAI funds will be used in conjunction with Title I funds to provide tutoring after school two days a week and Saturday tutoring.

Violence Prevention Programs: OCPS Character Education is utilized to provide students with tools to help make positive choices in life. The program focuses on positive character development which includes a monthly recognition for students who exemplify the specific focus trait for the month. The SAFE Coordinator has established a red ribbon campaign which promotes drug-free attitudes. The program culminates with the students signing a pledge to be drug and violence free. Staff and students at Memorial have been trained in PBS which encourages students to follow school-wide procedures.

Nutrition Programs: The Soldier's Den houses both the Love Pantry and Clothing Closet. The Love Pantry provides food and personal hygiene items for those families in need. Food is sent home discreetly with students or parents come in to pick up at their convenience. Our community partner, The Christian Service Center sponsors this project. Clothing Closet provides clothing to those families in need as well as students who may be out of dress code during the school day. Clothing is donated throughout the year by faculty, staff and various community partners. These programs help to ensure that students do not go hungry after school hours and helps provide clothing needs.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Tamara Baker-Drayton	Principal
Chenia Thate	Education Support Employee

### 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*

Based on the existing data, Memorial remains a D school for the fourth year based on insufficient achievement gains in Reading, Math, Science, Civics and the accelerated classes. The School Improvement Plan components failed to increase student proficiency. The previous School Improvement Plan (SIP) will be reviewed by the SAC committee where they will have the opportunity to make suggestions or recommendations for adjustments based on our school's previous performance.

##### *b. Development of this school improvement plan*

School leadership met with SAC members to review results from the 2016-2017 AdvancED survey results, BPiE, WIDA results, FSA results, CFE results, EOC results, and year-end discipline data to make recommendations for the current SIP.

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

An overview of the budget for the school year was shared with the School Advisory Council. Plans for funding school needs and resources were developed based upon district allocations.

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



School improvement funds were allocated in the previous year to ensure continued support of improved student achievement. Allocations were used for tutoring, collaborative planning, professional development, and "Jump Start". School improvement funds were also used to close the achievement gap through the purchase of math and reading intervention supplies and materials.

**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
Baker-Drayton, Tamara	Principal
McMurtry, Leanda	Assistant Principal
Brennan, Cindy	Assistant Principal

**b. Duties**

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

Memorial Middle School will participate in Orange County's District Professional Learning Community (DPLC) which provides targeted professional development to staff in analyzing school data and student work, to identify strengths and opportunities for improvement, identifying and eliminating barriers to improvement, and utilizing research-based strategies for improving literacy school wide. In conjunction with the DPLC, the school's LLT committee will work collaboratively with grade level curriculum leaders to enhance literacy strategies school wide by helping teachers provide rigorous standards-based instruction in reading. In order to meet this goal, the LLT committee will facilitate teacher professional development to integrate reading across the content areas and strategies to strengthen literacy instruction using Marzano design questions 3 and 4. Additionally, the team promotes events that include Literacy Week, Battle of the Books, Accelerated Reader (AR) and curriculum nights. The LLT committee will also incorporate International Baccalaureate (IB) standards through core curriculum by participating in content Professional Learning Communities (PLC).

The intervention resources used to address reading deficiencies include Standards Mastery/ Corrective Reading and i-Ready. The committee meets weekly to address student performance based on the data from the intervention resources. In addition, the LLT committee creates opportunities for continued implementation of the core curriculum for reading, facilitates a process of building consensus, increases teacher capacity, as well as shares the joy of reading with students and parents.

**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.**

The school will work in collaboration with School Transformation Office (STO) to provide targeted professional development. To increase teacher and leadership performance, school-based coaches, STO coaches and district administrators will work daily with teachers to support student learning. Coaches will provide individual and group professional development that expand and refine the understanding of effective instruction. In order to meet this purpose, coaches will provide personalized support, through the utilization of the coaching cycle (e.g. coaching, modeling, observation, conferencing, etc.) that is based on the goals and identified needs of individual teachers through Professional Learning Community (PLC) common planning. Instructional coaches will also provide support to teachers in analyzing student assessment data and making instructional decisions based on student need.

Coaches and district administrators will plan with teachers to share resources and develop rigorous lessons/activities that align to the full intent of the standards through PLC common planning. In addition, the coaching cycle will be utilized as an effective tool for targeted teacher improvement. Teachers and coaches work collaboratively to improve pedagogy and achieve specific goals. Using Marzano's strategies, coaches facilitate whole and small group professional development to equip faculty with the knowledge and skills they need to implement effective instructional practices. The team of instructional coaches will facilitate data dialogue with teachers (using multiple sources of data), help identify student needs, and assist with altering or differentiating instruction based on need. MTSS coaches support and monitor school leadership teams in their roles to increase student achievement. MTSS coaches provide professional development and assist schools in making data-driven decisions about the curriculum, instruction, intervention and ongoing assessment based on the Differentiated Accountability Model and the Florida Continuous Improvement Model (FCIM). Our instructional coaching model is a powerful form of job-embedded professional development that helps teachers on-site and in their classrooms and has proven to improve student achievement.

Teachers not only participate in a PLC within the school, teachers also work collaboratively across the district through the District Professional Learning Community (DPLC) which focuses on core content knowledge and best practices in pedagogy in order to deliver school wide, rigorous instruction for students in ELA. The teachers and principal, with guidance from STO, Associate Superintendent, Executive Area Directors and Senior Administrators, will work collaboratively to develop a "Whole School Improvement" plan focused on significant growth in student achievement in ELA. The plan will include content area strategies in reading and will be communicated and modeled to staff each month in order to ensure transfer of learning into school wide instructional practice of rigorous, standards-based instruction. Through this structure, the DPLC will develop a targeted professional development plan to provide training to staff in analyzing school data and student work to identify strengths and opportunities for improvement, identifying and eliminating barriers to improvement, and utilizing research-based strategies for improving literacy school wide.

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

The district has developed a system to recruit and retain effective personnel to support teaching and learning at Memorial Middle School. A Memorandum of Understanding (MOU) was recently signed by the local union to pay teachers \$20,000 for one year as a recruitment/retention bonus for the 2016-2017 school year. The MOU also supports the district's expectations to place only Highly Effective and Effective teachers at the school. Teachers will also have the opportunity to earn an additional \$4,800 to teach an eighth-period class. In addition, teachers will be compensated for actively participating in professional development that extends beyond the normal school day.

This system was modeled after the Carver Middle School (STO School) structure currently implemented to attract high-quality teachers. Currently, teachers can earn a salary supplement of up to \$70,000 over three years to teach at the school. Attracting high-quality teachers to Carver was a priority, and past

experience has shown that few potential teachers applied to open positions at the school. In some cases, there were no applicants. Per the pilot program, teachers hired at Carver Middle School will receive an annual salary supplement of \$20,000 during their first year, and \$25,000 in years two and three. Over 500 teachers statewide have applied to teach at Carver, providing the school with a pool of high-quality applicants. To vet these applicants, the School Transformation Office along with other district departments have examined prior results including statewide and local value-added scores when available to ensure hires have a history of demonstrated success.

We propose using all funds associated with the TOP-3 plans for this purpose using the same supplement structure. If we have high-quality teachers with a demonstrated history of success who want to teach at the school and commit to multiple years of service, we believe that student achievement will improve dramatically. Both past experience for the district and research support this theory of action.

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

The principal leads a New Teacher Mentoring Program for teachers with 0-3 years experience, as well as teachers new to Memorial. This program is to provide additional professional development and guidance on certification and information on the "Memorial Way". In addition, the instructional coaches, intervention teachers, and PLC leaders provide support to new classroom teachers. The support includes lesson development based on the state standards, common assessments, engagement strategies, deliberate practice, and modeling of effective instructional strategies. Teachers at Memorial Middle School will receive weekly, job-embedded training on both academic content knowledge and pedagogical strategies through the school's PLC and planning structure. Teacher mentors share and model instructional strategies with their assigned teacher during collaborative planning sessions to ensure rigorous, direct instruction is taking place across all classrooms. This process is carefully guided and monitored through the collaboration of the School Transformation Office.

## **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.***

Implementation of the scope and sequence, instructional focus calendars, and lesson detailed progressions enables Memorial to ensure that its core instructional programs and materials are aligned to Florida Standards, supervised by the Principal through weekly Principal Checks which are based on Florida Standards test item specifications. During common planning, teachers, instructional coaches and leadership team members deconstruct standards using the test item specifications to ensure instruction is aligned to the full intent of the standard.

#### **b. Instructional Strategies**

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

Memorial Middle uses data to drive instruction and provide differentiated instructional practices (small groups) to meet individual student needs. i-Ready diagnostic screenings are used to identify specific areas of need for each student in both reading and math. Specifically, Intensive Reading and Math courses are used to provide Tier 2 differentiated instruction for targeted students. The intensive classes use i-Ready for both reading and math; Memorial will use Acaletics which is an intervention

Math program designed to strengthen student fluency skills and enhance student's background in Math. FSA ELA data is used to group students into level specific intensive reading classes for students below grade level proficiency. FSA data is used to group students, accelerated students are given advanced and/or high school credit courses and intensive classes for students below grade level proficiency. The accelerated students are placed in High School level classes with the opportunity to earn 7 academic credits prior to attending high school. Memorial also offers an eighth period for a select group of students that will provide students with Tier 2 differentiated extended instruction in ELA and Math. Tier 3 instruction is provided using a small group, pull-out strategy for targeted students in core areas. Reading, Math, Civics, 8th grade Science, Algebra 1 and Geometry tutoring is offered to all students and will occur after school on Tuesday, Thursday and select Saturdays.

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

**Strategy:** Extended School Day

**Minutes added to school year:** 6,650

Memorial offers an 8th hour class to select students in Math and Reading four days a week. All classes are taught by certified teachers and the instructional coaches will create and oversee the curriculum. This class will provide students additional support in Reading or Math with the goal of reaching grade level proficiency on the FSA.

**Strategy Rationale**

To address student academic deficiencies, improve student academic achievement, and increase the number of proficient students on the Florida Standards Assessment (FSA); with a specific focus on reading and math.

**Strategy Purpose(s)**

- Enrichment

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

Baker-Drayton, Tamara, tamara.bakerdrayton@ocps.net

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

The academic performance of these students will be monitored using attendance, i-Ready, mini-assessments, and principal checks.

**Strategy:** Extended School Day

**Minutes added to school year:** 750

Memorial offers tutoring for Math, Reading, Civics, 8th grade Science, Algebra 1 and Geometry on Tuesdays, Thursdays, and select Saturdays. Tutoring will take place from September through April. The tutoring will provide additional support to struggling and/or below grade level students.

**Strategy Rationale**

To address student academic deficiencies, improve student academic achievement, and increase the number of proficient students on the Florida Standards Assessment (FSA).

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Baker-Drayton, Tamara, tamara.bakerdrayton@ocps.net

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

The academic performance of these students will be monitored using attendance, i-Ready, mini-assessments, and principal checks.

## 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.**

Memorial's guidance counselors visit the feeder elementary schools to explain student scheduling including elective class options and the extra-curricular opportunities. In addition, during the summer, all incoming 6th graders are invited to participate in a 6th grade Jump Start program. The Jump Start program exposes the incoming 6th grade students to middle school content and begin building relationships with staff to ensure a smooth transition.

For the rising 8th grade students, Memorial dedicates time for the feeder high schools (Oak Ridge and Jones) to speak with students to prepare them for high school. During this presentation, visiting school representatives share information on campus expectations, class schedules, the extra-curriculum opportunities, and strategies to be successful.

Transition meetings are held between the principals of Memorial Middle, the feeder elementary schools, and the feeder high schools to discuss incoming/outgoing students.

### 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.**

College readiness strategies and methodologies are being embedded daily in every classroom to reinforce study skills, organizational skills, parental involvement, and post-secondary awareness. Memorial is an International Baccalaureate (IB) magnet school and have implemented the IB curriculum school wide through Social Studies, Science, 6th grade math, and Physical Education (PE). The school also offers High School credit classes to all 7th and 8th grade proficient students which includes: Algebra 1, Geometry, Earth Space Science Honors, Physical Science Honors, Spanish 1, Spanish 2 and Introduction to Technology. In addition, Memorial offers all students the opportunity to take a Career and Technical Education (CTE) class with hopes of receiving industry certification. The IB students are offered an educational field trip to visit local colleges and Universities which provides an overview of the requirements for acceptance.

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

Memorial Middle School provides students with the opportunity to earn industry certification in 6th, 7th, and 8th grade through the Information and Communications Technology (ICT) courses. The 8th grade course, Introduction to Information Technology, also provides students the opportunity to earn high school credit in addition to the industry certification. Memorial's 6th grade International Baccalaureate (IB) students are in the Project Lead The Way class which focuses on Science and Technology.

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

Memorial provides the career component for all seventh grade students through the Civics course. In addition, all grade levels are offered an Information and Communications Technology (ICT) course that provides career exploration in the field of technology. Memorial's 6th grade International Baccalaureate (IB) students are in the Project Lead The Way class which explores careers in Science and Technology.

**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.**

Memorial has created a school wide culture that promotes college readiness. Teachers are encouraged to wear their college apparel and post their college pennants. The school hosts 3 College Readiness and Awareness family nights each year in November, January and March.

## 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.

N/A

## 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.

N/A

## C. Strategic Goals



## School Improvement Goals

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Memorial Middle School will improve student achievement by increasing teacher knowledge and understanding of rigorous standards based instruction.
- G2.** Memorial Middle School will increase student achievement by implementing differentiated instruction to meet the needs of all students.

## 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.** Memorial Middle School will improve student achievement by increasing teacher knowledge and understanding of rigorous standards based instruction. 1a

G095872

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	48.0
FSA Mathematics Achievement	48.0
Civics EOC Pass	53.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	75.0
Math Gains	75.0
FCAT 2.0 Science Proficiency	48.0
Math Lowest 25% Gains	75.0
High School Readiness	63.0
School Grade - Percentage of Points Earned	62.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers have a limited understanding of Florida standards-based instruction.

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

- "Becoming a Reflective Teacher" book
- Instructional Management System (IMS)
- School Transformation Office (STO) instructional coaches
- Rigor/Relevance Framework
- CPALMS for deconstructing the standards and backwards lesson plan designing
- FSA Test Item Specifications for deconstructing the standards and backwards lesson plan designing
- Math Intervention Teacher
- Math Coach
- Literacy Coach

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

Administrators and instructional coaches will monitor teachers for standards based instruction during classroom observations and provide actionable feedback to enhance teacher pedagogy.

**Person Responsible**

Tamara Baker-Drayton

**Schedule**

Weekly, from 8/18/2017 to 5/25/2018

**Evidence of Completion**

iObservation data

**G2.** Memorial Middle School will increase student achievement by implementing differentiated instruction to meet the needs of all students. 1a

G095873

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	48.0
FCAT 2.0 Science Proficiency	48.0
FSA Mathematics Achievement	48.0
Civics EOC Pass	53.0
Math Gains	75.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	75.0
Math Lowest 25% Gains	75.0
High School Readiness	63.0
School Grade - Percentage of Points Earned	62.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack an understanding of what instructional practices are needed for effective differentiated instruction.

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

- "Building a Professional Learning Community at Work" - book
- Instructional coaches
- District Professional Learning Community (DPLC) monthly meetings
- iReady
- Principal weekly fidelity checks
- iObservation - classroom observations
- MTSS Support Team

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

Administrators and Instructional Coaches will monitor teachers use of differentiated instructional strategies during classroom observations and provide actionable feedback to meet the needs of all students.

**Person Responsible**

Tamara Baker-Drayton

**Schedule**

Weekly, from 9/11/2017 to 5/25/2018

**Evidence of Completion**

Weekly data meeting minutes and Common planning minutes

## Action Plan for Improvement

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

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

**G1.** Memorial Middle School will improve student achievement by increasing teacher knowledge and understanding of rigorous standards based instruction. 1

G095872

**G1.B1** Teachers have a limited understanding of Florida standards-based instruction. 2

B258063

**G1.B1.S1** School and district-based coaches will provide professional development through modeling of the intentional planning process and instructional delivery as evidenced by classroom observations. 4

S273177

### Strategy Rationale

With support from coaches and administration, teachers will be able to improve their implementation of rigorous standards-based instruction.

### Action Step 1 5

Conduct professional developments on rigor and relevance which will include Webb's Depth of Knowledge, Florida State Standards, and Marzano instructional strategies.

#### Person Responsible

Tamara Baker-Drayton

#### Schedule

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

#### Evidence of Completion

Training agendas, sign-in sheets, teacher reflection exit slips

### Action Step 2 5

School and district-based coaches will model instructional delivery during common planning and in classrooms.

#### Person Responsible

Tamara Baker-Drayton

#### Schedule

Every 3 Weeks, from 8/14/2017 to 5/30/2018

#### Evidence of Completion

Coaching logs, teacher reflection, and classroom observations of the coaching cycle.

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

Administrators participate in professional development and review agendas, minutes, sign-in sheets and reflection exit slips.

**Person Responsible**

Tamara Baker-Drayton

**Schedule**

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

***Evidence of Completion***

Training agendas, meeting minutes and teacher reflection exit slips

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

Administrators will analyze assessment data and i-Observation data with the leadership team and teachers.

**Person Responsible**

Tamara Baker-Drayton

**Schedule**

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

***Evidence of Completion***

Common assessments, mini-assessments, benchmark assessments, i-Ready data, Math IXL data and classroom walk-through data.

**G2.** Memorial Middle School will increase student achievement by implementing differentiated instruction to meet the needs of all students. 1

G095873

**G2.B1** Teachers lack an understanding of what instructional practices are needed for effective differentiated instruction. 2

B258064

**G2.B1.S1** Provide professional development sessions for teachers on how to use differentiated instructional strategies in the classroom. 4

S273178

### Strategy Rationale

Providing differentiated instruction professional development will assist teachers in improving their instructional delivery to enable them to target specific student needs.

### Action Step 1 5

Instructional coaches facilitate whole and small group professional development to equip faculty with the knowledge and skills they need to implement effective instructional practices, help identify student needs, and assist with altering or differentiating instruction based on need.

#### Person Responsible

Tami Martin

#### Schedule

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

#### Evidence of Completion

Training materials, agendas, teacher reflections and exit slips

### Action Step 2 5

Principal holds weekly data meetings based on the Principal Checks (mini-assessments) in order to build the teacher's understanding of data to drive instruction in their class.

#### Person Responsible

Tamara Baker-Drayton

#### Schedule

Weekly, from 9/11/2017 to 5/25/2018

#### Evidence of Completion

Peer observation calendar and teacher observational reflection logs



### Action Step 3 5

Provide school staff with targeted coaching support from the School Transformation Office to improve standards based instruction and analyze student level achievement data.

#### **Person Responsible**

Tamara Baker-Drayton

#### **Schedule**

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

#### ***Evidence of Completion***

i-Ready, school and district level assessment data, school calibration walk-throughs and iObservation data from teacher observations

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

Administrators will conduct classroom observations and continuously monitor student achievement data to provide teachers with coaching feedback.

#### **Person Responsible**

Tamara Baker-Drayton

#### **Schedule**

Weekly, from 9/11/2017 to 5/25/2018

#### ***Evidence of Completion***

iObservation and student achievement data

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

Administrators will monitor teachers use of differentiated instruction based on student data and provide actionable feedback during classroom observations.

#### **Person Responsible**

Tamara Baker-Drayton

#### **Schedule**

Weekly, from 9/11/2017 to 5/25/2018

#### ***Evidence of Completion***

iObservation data and student achievement data

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.MA1 M393078	Administrators and instructional coaches will monitor teachers for standards based instruction...	Baker-Drayton, Tamara	8/18/2017	iObservation data	5/25/2018 weekly
G2.MA1 M393081	Administrators and Instructional Coaches will monitor teachers use of differentiated instructional...	Baker-Drayton, Tamara	9/11/2017	Weekly data meeting minutes and Common planning minutes	5/25/2018 weekly
G2.B1.S1.MA1 M393079	Administrators will monitor teachers use of differentiated instruction based on student data and...	Baker-Drayton, Tamara	9/11/2017	iObservation data and student achievement data	5/25/2018 weekly
G2.B1.S1.MA1 M393080	Administrators will conduct classroom observations and continuously monitor student achievement...	Baker-Drayton, Tamara	9/11/2017	iObservation and student achievement data	5/25/2018 weekly
G2.B1.S1.A2 A366679	Principal holds weekly data meetings based on the Principal Checks (mini-assessments) in order to...	Baker-Drayton, Tamara	9/11/2017	Peer observation calendar and teacher observational reflection logs	5/25/2018 weekly
G1.B1.S1.MA1 M393076	Administrators will analyze assessment data and i-Observation data with the leadership team and...	Baker-Drayton, Tamara	8/14/2017	Common assessments, mini-assessments, benchmark assessments, i-Ready data, Math IXL data and classroom walk-through data.	5/30/2018 monthly
G1.B1.S1.MA1 M393077	Administrators participate in professional development and review agendas, minutes, sign-in sheets...	Baker-Drayton, Tamara	8/14/2017	Training agendas, meeting minutes and teacher reflection exit slips	5/30/2018 monthly
G1.B1.S1.A1 A366676	Conduct professional developments on rigor and relevance which will include Webb's Depth of...	Baker-Drayton, Tamara	8/14/2017	Training agendas, sign-in sheets, teacher reflection exit slips	5/30/2018 monthly
G1.B1.S1.A2 A366677	School and district-based coaches will model instructional delivery during common planning and in...	Baker-Drayton, Tamara	8/14/2017	Coaching logs, teacher reflection, and classroom observations of the coaching cycle.	5/30/2018 every-3-weeks
G2.B1.S1.A1 A366678	Instructional coaches facilitate whole and small group professional development to equip faculty...	Martin, Tami	8/14/2017	Training materials, agendas, teacher reflections and exit slips	5/30/2018 monthly
G2.B1.S1.A3 A366680	Provide school staff with targeted coaching support from the School Transformation Office to...	Baker-Drayton, Tamara	8/14/2017	i-Ready, school and district level assessment data, school calibration walk-throughs and iObservation data from teacher observations	5/30/2018 weekly

## V. Professional Development Opportunities

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

**G1.** Memorial Middle School will improve student achievement by increasing teacher knowledge and understanding of rigorous standards based instruction.

**G1.B1** Teachers have a limited understanding of Florida standards-based instruction.

**G1.B1.S1** School and district-based coaches will provide professional development through modeling of the intentional planning process and instructional delivery as evidenced by classroom observations.

### PD Opportunity 1

Conduct professional developments on rigor and relevance which will include Webb's Depth of Knowledge, Florida State Standards, and Marzano instructional strategies.

#### Facilitator

Instructional Coaches

#### Participants

Teachers

#### Schedule

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

### PD Opportunity 2

School and district-based coaches will model instructional delivery during common planning and in classrooms.

#### Facilitator

School and district-based coaches

#### Participants

Teachers

#### Schedule

Every 3 Weeks, from 8/14/2017 to 5/30/2018

**G2.** Memorial Middle School will increase student achievement by implementing differentiated instruction to meet the needs of all students.

**G2.B1** Teachers lack an understanding of what instructional practices are needed for effective differentiated instruction.

**G2.B1.S1** Provide professional development sessions for teachers on how to use differentiated instructional strategies in the classroom.

### **PD Opportunity 1**

Instructional coaches facilitate whole and small group professional development to equip faculty with the knowledge and skills they need to implement effective instructional practices, help identify student needs, and assist with altering or differentiating instruction based on need.

#### **Facilitator**

Instructional Coaches

#### **Participants**

Teachers

#### **Schedule**

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

### **PD Opportunity 2**

Principal holds weekly data meetings based on the Principal Checks (mini-assessments) in order to build the teacher's understanding of data to drive instruction in their class.

#### **Facilitator**

Instructional Coaches

#### **Participants**

Teachers

#### **Schedule**

Weekly, from 9/11/2017 to 5/25/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Conduct professional developments on rigor and relevance which will include Webb's Depth of Knowledge, Florida State Standards, and Marzano instructional strategies.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	0151 - Memorial Middle	Title I, Part A		\$7,000.00
2	G1.B1.S1.A2	School and district-based coaches will model instructional delivery during common planning and in classrooms.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		510-Supplies	0151 - Memorial Middle	Title I, Part A		\$5,000.00
3	G2.B1.S1.A1	Instructional coaches facilitate whole and small group professional development to equip faculty with the knowledge and skills they need to implement effective instructional practices, help identify student needs, and assist with altering or differentiating instruction based on need.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		500-Materials and Supplies	0151 - Memorial Middle	School Improvement Funds		\$5,000.00
4	G2.B1.S1.A2	Principal holds weekly data meetings based on the Principal Checks (mini-assessments) in order to build the teacher's understanding of data to drive instruction in their class.				\$0.00
5	G2.B1.S1.A3	Provide school staff with targeted coaching support from the School Transformation Office to improve standards based instruction and analyze student level achievement data.				\$314,260.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	360-Rentals	0151 - Memorial Middle	UniSIG		\$16,033.00
			Notes: software licenses for Write Score to assist students with proficiency on the FSA Writes test in February and Math IXL to provide FSA style math practice online for 800 students			
	5900	120-Classroom Teachers	0151 - Memorial Middle	UniSIG		\$104,482.02
			Notes: Supplemental Instruction programs to include Jump Start for incoming 6th graders, Saturday tutoring, 8th hour for Reading or Math intensive support and Spring Break Camp. 7 teachers for 4.5 hours for 10 days.			
	5900	210-Retirement	0151 - Memorial Middle	UniSIG		\$7,857.05
			Notes: Supplemental Instruction programs to include Jump Start for incoming 6th graders, Saturday tutoring, 8th hour for Reading or Math intensive support and Spring Break Camp			
	5900	220-Social Security	0151 - Memorial Middle	UniSIG		\$7,992.86

**Orange - 0151 - Memorial Middle - 2017-18 SIP**

*Memorial Middle*

			<i>Notes: Supplemental Instruction programs to include Jump Start for incoming 6th graders, Saturday tutoring, 8th hour for Reading or Math intensive support and Spring Break Camp</i>			
	5900	510-Supplies	0151 - Memorial Middle	UniSIG		\$39,742.06
			<i>Notes: workbooks for Summer Jump Start program for incoming 6th graders and Acaletics workbooks for all students in intensive math courses to reinforce the standards in FSA style problems for 200 students. This includes \$4742.10 in Indirect Costs.</i>			
	6400	120-Classroom Teachers	0151 - Memorial Middle	UniSIG	1.53	\$76,585.05
			<i>Notes: Professional development for teachers to include CHAMPS training, summer common planning, digital training, Universal Design for Learning and Marzano 54 teachers for 7 hours for one full day</i>			
	6400	210-Retirement	0151 - Memorial Middle	UniSIG		\$5,759.20
			<i>Notes: Professional development for teachers to include CHAMPS training, summer common planning, digital training, Universal Design for Learning and Marzano</i>			
	6400	220-Social Security	0151 - Memorial Middle	UniSIG		\$5,858.76
			<i>Notes: Professional development for teachers to include CHAMPS training, summer common planning, digital training, Universal Design for Learning and Marzano</i>			
	6400	390-Other Purchased Services	0151 - Memorial Middle	UniSIG		\$44,950.00
			<i>Notes: Kagan Cooperative Learning Workshop for teachers to build capacity for student cooperative learning within the classroom to increase engagement and understanding of the content. 64 teachers, administrators and instructional coaches for five full days</i>			
	5100	160-Other Support Personnel	0151 - Memorial Middle	UniSIG		\$5,000.00
			<i>Notes: Math tutor to provide support in the Intensive Math classroom. This will include FICA and Workman's Comp.</i>			
					<b>Total:</b>	<b>\$331,260.00</b>