

Orange County Public Schools

# Ocoee Middle



2017-18 Schoolwide Improvement Plan

## Ocoee Middle

300 S BLUFORD AVE, Ocoee, FL 34761

<https://occoeems.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	81%
<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	75%

### School Grades History

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

*\*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 Ocoee 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.

Teachers focus on building relationships with their students during the first few weeks of school using activities in which students can share interests, cultures and backgrounds. Teachers communicate expectations of Ocoee Middle School to their students. Teachers explain the HERO program which encourages students to make good choices.

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

Ocoee Middle School communicates school-wide procedures through CHAMPS and the expectations are videotaped and available for teachers to use throughout the year on Safari Montage. School-wide CHAMPS expectations are available for evacuation drills, grade level offices, stairs and hallways, cafeteria, common areas, and the patio. HERO, which is an online behavior manager, will be implemented to allow students to earn points for following the school rules and procedures.

Before, during, and after school, there is ample supervision in all common areas. There are adults staffed throughout the school. Staff members are encouraged to interact with the students in a proactive manner.

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

At Ocoee Middle School, the CHAMPS model is used to communicate the school-wide expectations to students. Students are expected to follow the rules and procedures implemented.

OMS has implemented the HERO behavior tracking system. Any school personnel can recognize or "swoop" a student for any positive action they see the student doing and give that student a point. Students are then able to trade points for tangible rewards such as a treat, special breakfast with the principal, and even an invitation to a party. The more the students are "swooped," the better recognition they can choose.

##### 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.

Ocoee Middle School has three guidance counselors and a SAFE coordinator at the school. The counselors and the SAFE coordinator are highly visible around campus and are easily accessible by

the students, parents, and teachers. Students can be referred to either the SAFE coordinator or either of the guidance counselors by teachers, parents, and students themselves. If the school-based resources are not sufficient for some students, outside agencies are available.

### 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.

Students with attendance rates below 90% are as follows: Grade 6-65; Grade 7-72; Grade 8-97  
 Students with one or more suspensions are as follows: Grade 6-50; Grade 7-42; Grade 8-46  
 Students with a course failure in ELA or Math are as follows: Grade 6-48; Grade 7-53; Grade 8-43  
 Students with Level 1 on statewide assessment are as follows: Grade 6-162; Grade 7-138; Grade 8-131

#### 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	65	72	97	0	0	0	0	234
One or more suspensions	0	0	0	0	0	0	50	42	46	0	0	0	0	138
Course failure in ELA or Math	0	0	0	0	0	0	48	53	43	0	0	0	0	144
Level 1 on statewide assessment	0	0	0	0	0	0	162	138	131	0	0	0	0	431

##### 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	80	73	76	0	0	0	0	229

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

Students at Ocoee Middle School whose attendance is below 90%, will participate in a Child Study Team that will begin the truancy process. Grade level deans, guidance counselors, administrators and the SAFE coordinator form relationships with targeted students and discuss the importance of being present at school.

Students with one or more suspensions from Ocoee Middle School could receive a variety of strategies which could include a behavior contract, counseling from school guidance counselors or outside agencies, a referral to the SAFE coordinator, or a behavioral intervention plan. OMS uses a discipline matrix that provides consistency across the grade levels. The school has expanded their restorative justice team that will assist with behavior interventions and work proactively to reduce the number of students suspended out of school.

Students with a potential course failure in ELA or Math at Ocoee Middle School have the opportunity to receive interventions including tutoring, ability to restudy and re-take tests, and/or an academic contract. Students in danger of failing core classes have meetings scheduled with parents, grade

level administrator, counselor and the principal.

For students who display two or more of the Early Warning Signs, a plan will be put into place including the student, teachers, and parent to ensure students have the opportunity to be successful.

## 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

PTSA, SAC, PLC are targeted to increase parental involvement at Ocoee Middle School. PTSA provides a Volunteer Signup Form with a year-long calendar of events/opportunities for parents to sign up and volunteer. The form will be returned to PTSA members to call those parents when the event occurs.

Parents are able to keep informed of their child's progress by using the Parent Access portion of Progressbook. Teachers send home mid-term progress reports and report cards four times per year. The school sends Connect Orange messages and a weekly e-newsletter to remind parents of the Progressbook service and information about upcoming events at the school. The school website and Facebook pages are updated often to notify parents of upcoming events.

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

The following organizations are Partners in Education with Ocoee Middle School:

Baptiste Orthodontics, Chick-Fil-A at Ocoee, Critic's Corner Coffee, Edumatics, Inc., Elevation Christian Church, Fifth Third Bank, Fight Sports & Swat Fitness Center, Florida Film Academy, Gifted University, Hukoo's Family Fun, Karate Zoo, Kona Ice of Northwest Orlando, Learn to Learn, Let's Skate Orlando, Marco's Pizza, Orlando Predators, Papa John's Pizza, Philly Connection Ocoee, Pryor & Pryor, Inc., RaceTrac Petroleum Inc., S.T.A.R.S. of West Orange, SAM's Club, Starke Lake Studios, Subway, Sylvan Learning Center of Ocoee, Teen City Talks, ValuTeachers, West Orange Cinema.

Our Partners in Education and the school administration work together to enhance many of the activities held at the school. Recognition is given to Partners in Education through signage, newsletters, and social media.

Our business and community members are invited to be a part of the School Advisory Council and Parent Teacher Student Associations. Meetings for both groups are held on the third Tuesday of each month.

## 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
Davis, Samuel	Principal
Sowers, Lisa	Assistant Principal
Thomas, Sarah	Dean
Rutherford, McKinsie	Instructional Coach
Jimenez, Jennifer	School Counselor
Walton, Adam	Instructional Coach
Floyd, Alfaye	Assistant Principal
Nuckoles, Brittney	School Counselor
Moore, Tara	Dean
Reed, Denise	Other
Krazit, Gina	School Counselor
Ramirez, Christopher	Instructional Coach
Mondesir, Mari	Teacher, K-12
Mullins, Sonia	Teacher, K-12

### b. Duties

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

Academic:

Mr. Sam Davis, Principal; Mrs. Lisa Sowers, Assistant Principal for Instruction; and Mrs. Faye Floyd, Assistant Principal for Technology monitor to ensure fidelity of the overall academic program and MTSS process. The team identifies the support strategies in the classroom during observations.

Mr. Adam Walton, Administrative Dean; Mrs. Tara Moore, Administrative Dean and Ms. Sarah Thomas, Administrative Dean, analyze student data to identify their lowest 25% on their grade level. They will decipher the data by analyzing their subgroups and individual student progress on common assessments. They will present the data to the MTSS team and the students' teachers to monitor the effect of the strategies.

Mrs. McKinsie Rutherford, LRS; and Ms. Naomi Taylor, Testing Coordinator; and Mr. Christopher Ramirez provide coaching to specific teachers based on the students' needs and strategies.

Mrs. Lisa Sowers, Assistant Principal for Instruction leads the MTSS team. All of the guidance counselors and the MTSS coordinator keep data on all students that are in the MTSS process. As a team, they provide teachers with accommodations that may bridge the gap between student performance and high expectations. The team ensures that interventions are being provided with fidelity. The team organizes the MTSS meetings and communicates with all necessary stakeholders.

Ms. Jennifer Jimenez, Guidance Counselor; Ms. Brittney Nuckoles, Guidance Counselor; and Ms. Gina Luretig, Guidance Counselor, provide support to the students in the classroom. They ensure students are placed in rigorous classes and ensure communication occurs with family members. Additionally, they participate in grade level data chats, manage students with a 504 plan and assist

with the MTSS process.

ESE staff including school psychologist: They give input regarding interventions and supports.

Team Leaders: They are responsible for sharing information to the team if needed.

DPLC (District Professional Learning Community) Team Members: They are responsible for sharing information to the PLCs at the school level.

Behavior:

Mr. Sam Davis, Principal; Mrs. Lisa Sowers, Assistant Principal for Instruction; and Mrs. Faye Floyd, Assistant Principal for Technology monitor to ensure fidelity of the MTSS process. They look for the supports strategies in the classroom during observations. Mr. Adam Walton, Administrative Dean and Mr. Christopher Ramirez: facilitate the HERO program as a positive behavior support program. This is the Tier 1 MTSS behavior program on campus.

Mrs. Faye Floyd, Assistant Principal; Mrs. Tara Moore, Administrative Dean, Mr. Adam Walton, Administrative Dean, and Ms. Sarah Thomas, Administrative Dean, monitor the number of discipline referrals, along with in-school and out of school suspensions, and proportionality within our discipline data. Individual student plans are developed as needed and data is collected for tier 2 and tier 3 of the MTSS process.

Mrs. McKinsie Rutherford, LRS provides coaching for teachers in the area of classroom management. Mrs. Denise Reed, SAFE coordinator provides social emotional interventions along with support from outside sources. Mrs. Mari Mondesir, CCT and MTSS Coach organizes the MTSS meetings and communicates with all necessary parties.

Ms. Jennifer Jimenez, Guidance Counselor; Ms. Gina Iuretig, Guidance Counselor; and Ms. Brittney Nuckoles provide students with emotional support as a level of intervention. ESE staff including school psychologist provides additional support, if needed.

Team Leaders act as liaisons between the MTSS team and the core teachers. They are responsible for sharing information to the team to provide continuity of support for designated students.

**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.**

Academic:

The MTSS leadership team deciphers student data based on 2017 FSA results and other formative/summative data. The lowest 25% of students is identified based on this data. The grade level guidance counselors, administrators and their teachers review the data and identify students whose gap is larger than one year of growth. These students are struggling in multiple subject areas due to a common deficiency. The MTSS leadership team will help the student's teachers identify the area of need that is causing the student to have a gap. The team leader of the student's core subject teachers will review the student's cumulative folder (CUM) and look for reasons the student may have a gap in his/her education. The MTSS leadership team and the student's teachers will meet as a team to talk about all the information that has been gathered on the student. As a result of the BPIE (Best Practices for Inclusive Education) Assessment, ensuring teachers understand a student in the MTSS process will not automatically become a student with disabilities will continue to be emphasized.

Once the students' common needs are identified, the MTSS leadership team will put tier 2 interventions in place with bi weekly progress monitoring of the area of need. The MTSS leadership team will closely monitor the progress and classroom data to see if the interventions are affecting the student's ability to learn. Once the student is placed in tier 2 interventions, a meeting will be arranged with the student's family. The BPIE (Best Practices for Inclusive Education) Assessment results indicate parents must be provided opportunities to understand the MTSS process as it relates to tiered interventions for their child. The MTSS team will review the data and the intervention plan with the team. The school psychologist is invited to this meeting. A timeline is determined by the team to ensure the student receives the support that is necessary for success. Based on the student's data and grades, the MTSS leadership team will decide if the tier 2 intervention is effective and needs to be continued or if the student needs additional interventions.

The intensive reading teacher provides the tier 3 interventions with weekly progress monitoring. A tier 3 parent conference will take place to review data and grades with the MTSS leadership team. The team, including the school psychologist, and the family will determine the next step. If the team decides that testing for ESE services would benefit the student, then the entire process is turned over to ESE personnel to gain consent for testing.

#### Behavior:

The MTSS behavior leadership team will meet regularly to talk about students whose behaviors are impacting their academic performance. The team will look at classroom academic and behavior data by grade level, ISS and out of school suspension data to identify the students. Once the students are identified, members of the MTSS behavior leadership team will have in house meetings with the student's teachers. As a team they will define the student's behaviors. Either frequency or duration data will be taken and the MTSS behavior leadership team will analyze the data. An intervention of a behavior probe based on defined behaviors will be implemented.

At tier 2 and tier 3 levels, we will hold parent conferences to ensure the support of the student to be successful. If the team determines ESE services are appropriate, the process will be implemented.

Students in our Migrant Program are assigned to a district coordinator. The program runs twice per week and supports student learning by providing tutorial opportunities. Through this program, students have the opportunity to have vision checks and provide glasses as needed. Students in the Migrant Program celebrate as a community with field trips twice per year.

Ocoee Middle School has a SAFE Coordinator to support students and families who are at-risk. Services provided for students and families in homeless and violence prevention programs are mutually supported as the coordinator acts as a liaison between community agencies and direct counseling services. All interventions and services coordinated through the SAFE office focus on supporting academic learning and providing a safe environment for students in crisis.

OMS has a School Resource Officer (SRO). The SRO assists the school administration in maintaining a safe and secure environment. School administrators benefit from the SRO's training, knowledge and experience in handling situations. The SRO provides a highly visible presence to identify trespassers on campus. In addition, the SRO provides a service to the surrounding community by addressing concerns such as loitering or speeding. The SRO also builds relationships with the students by maintaining an "open-door" policy and interacting with students in a law-related counseling role. The SRO serves as a mentor to a group of students with behavioral issues.

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

**a. Membership**

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

Name	Stakeholder Group
Sam Davis	Principal
McKinsie Rutherford	Teacher
Christopher Lopez	Parent
Heather Lopez	Parent
Tara Moore	Teacher
Sharon Calentine	Education Support Employee
Gabriel Padilla	Business/Community
Tnae Thomas	Parent

**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*

The school improvement plan for the 2016-17 school year was reviewed throughout the school year. During the initial SAC meeting, the available data were reviewed for the 2016-17 school year and targets will be discussed for the 2017-18 school year. Adjustments will be made to the school improvement plan to ensure new goals are aligned to promote growth in our students and support the district division priorities.

*b. Development of this school improvement plan*

The SAC's primary role is to assist the principal in developing and evaluating the school improvement plan for the current year. The role of the SAC in the planning process is to help set the vision and priorities for the school. The SAC Committee assists in the organization and planning of strategies focused on maximizing continuous improvement, increasing student achievement, and closing the achievement gap, especially for students in Exceptional Education and English Language Learners. The plan will support the division priorities set forth by the district:

- Accelerate student performance
- Invest in human capital
- Ensure career and college readiness
- Provide empowering environments

The SAC Committee will provide specific guidance and direction to Ocoee Middle School in developing their school improvement plan. The most critical elements of the planning process include developing, implementing, monitoring, and evaluating the plan. After the plan has been developed and approved, the plan will be implemented. During the school year, the actions listed in the plan are carried out to monitor and achieve the targeted goals. The school improvement plan is reviewed in the middle of the year to ensure that progress is being made.

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

The principal will have a budget meeting with staff at the end of the year to discuss school needs and projected budget allocations. This information is shared with the School Advisory Council (SAC).

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

For the 2017-18 school year, \$2200 was spent on the purchase of student planners and folders. By utilizing these funds, students were able to stay organized and communicate with their families regarding their academics.

**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
Davis, Samuel	Principal
Sowers, Lisa	Assistant Principal
Rutherford, McKinsie	Teacher, K-12
Floyd, Alfaye	Assistant Principal
Hipolito, Michele	Instructional Media
Mondesir, Mari	Instructional Coach
Stamm, Jeremy	Teacher, K-12
Shaw, Amber	Teacher, K-12

**b. Duties**

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

The LLT will develop a plan of focused instruction that will direct teachers across all curriculum areas, including electives, of our literacy focus which is improving reading, writing, and content learning. Teachers will work collaboratively developing a school literacy system. All teachers will participate in professional development and will include explicitly teaching student owned literacy strategies, incorporating evidence based vocabulary instruction, strategically using higher order questioning, and adding value to standard based scales with the inclusion of descriptors of student evidence. In addition to the Springboard curriculum, the language arts department will utilize Great Books resources with a shared inquiry component. Because the Great Books are rich and complex, the variety of opinions expressed in the group discussions central to shared inquiry helps students consider the range of possible interpretive meanings that such texts can sustain.

Additionally, the LLT will focus on major initiatives to promote reading and literacy which include school-wide reading events, a school-wide writing plan, and strengthening of our literacy climate. The LLT will monitor and adjust the implementation of the school-wide writing plan, which includes writing across the content areas. This is the first year the iReady Reading program will be implemented in all reading and ELA classrooms. Students will be required to spend 45 minutes per week engaged in this computer program and it will be monitored by teachers and the LLT. Students will be provided opportunities to read in elective classes.

Ocoee Middle School has selected teacher leaders that will take part in the district professional learning community (DPLC) which will be focusing on literacy. Team members will return to the

school and share information with school-based professional learning communities to assist in raising student achievement in the area of literacy.

The focus on literacy will be communicated to parents via social media platforms such as Facebook, Twitter and Instagram.

## 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.

Ocoee Middle School has provided time for each department to hold Professional Learning Community (PLC) meetings on a twice a week basis. The collaborative groups work together to design and plan rigorous learning opportunities for all students. The groups create formative assessments and review data from previous assessments. As the teachers plan, this creates positive working relationships among the teams. Based on results from the 2015-16 BPIE (Best Practices for Inclusive Education) Assessment, the exceptional education teachers were invited to participate in the collaboration for core classes of the students they serve in learning strategies. A team of teachers will participate in the District Professional Learning Community (DPLC) meetings six times during the school year.

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

When teachers are hired, they are paired with other teachers based upon common content areas. Activities for teachers new to our campus include: pre-planning meetings with mentors and mentees, and monthly professional development throughout the school year. These activities are provided by the principal and the Learning Resource Specialist.

To build capacity, teachers collaborate twice a week to discuss the integration of other content areas into their lesson planning, instructional practices, development of formative assessments, student accommodations, and classroom assignments. Exceptional Student Education (ESE) teachers have been assigned grade levels in order to be able to participate in collaborative planning for core classes. This was initiated as an outcome of the BPIE (Best Practices for Inclusive Education) Assessment. Other professional development support includes moving throughout the classroom, classroom management, and the integration of technology (ipod touches, Canvas, Turning Point Responders).

Administrators encourage teachers to take advantage of opportunities for professional development in their areas of interest. They are provided with experiences that allow them to develop as leaders in their department and then campus-wide. Teachers are also encouraged to take course work to advance into leadership positions within the district. Professional development, which is tailored to the teachers at Ocoee Middle, will be provided on various subjects through Canvas by the Learning Resource Specialist (LRS).

Celebrations are part of every faculty meeting. The principal recognizes teachers who make a positive impact with their peers or their students to enhance the collegiality and learning environment for students. In addition, there are numerous opportunities for social interactions throughout the year, the highlight being the new to OMS teacher picnic.

OMS is able to attract teachers based upon its reputation as having a progressive culture utilizing the integration of technology in the instructional practices. The vision of the principal has allowed teachers to have access to numerous technological devices and digital curriculum to enhance and support their instruction. The integration of technology occurs within the classroom as a routine without having to

schedule computer lab time. OMS's reputation extends beyond the district as being recognized as an Apple Distinguished School an unprecedented three times.

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

Mentors and Mentees are paired based upon common content areas.

Activities include:

1. Pre-planning meetings with mentors and mentees.
2. Professional development monthly
3. Collaborate twice a week to discuss upcoming lessons, formative assessments and any available student data. Focus areas will include the following: How to accommodate students with special needs, classroom assignments and homework that provide appropriate challenges, classroom presence, e.g., moving throughout the classroom, voice effectiveness, appropriate professional appearance, classroom management, integration of technology into their classroom (ipod touches, Canvas, Turning Point Responders).

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

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

Ocoee Middle 6th, 7th, and 8th grade students who scored a Level 1 or 2 on the 2017 FSA ELA test will be enrolled in a single block of reading instruction. During this block, teachers will use the rotational model of instruction. Students will participate in 45 minutes of iReady reading each week. Students will be monitored using iReady and other formative assessments by classroom teachers and support staff. Students will be referred to the MTSS team for additional support if they show a need.

All students were scheduled for the 2017-18 school year based on their 2017 FSA Math Scores and the Accelerated Course Matrix (ACM) provided by the district to ensure students are placed according to their ability. Math courses will be taught using the rotational model. Students will participate in 45 minutes of iReady math and will be monitored by classroom teachers and support staff. Students will be monitored and referred for additional support to the MTSS team if needed.

Students will participate in diagnostics in both iReady reading and math. Teachers will provide remediation and interventions based on the results of the diagnostics.

Formative assessments are expected to be a part of daily instruction. Teachers will provide

standards-based instruction to include a learning goal and scale with evidence aligned to the scale. Teachers will monitor student progression to mastery of the standards.

As part of the Marzano Framework and OCPS Teacher Instructional Practice Score for the evaluation process, instruction will be monitored by administrators using informal and formal observations. Feedback for the teachers will be given in the modified elements for the school year. In order for teachers to be considered effective, teachers must monitor for the desired effect of each strategy. This encourages teachers to use ongoing monitoring tools and formative assessments on a daily basis.

**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:** After School Program

**Minutes added to school year:** 1,440

Small group FSA Preparation Program to support reading and mathematics curriculum as well as test-taking strategies.

**Strategy Rationale**

The extra instruction will provide students with an opportunity to work in small groups to master specific skills in the area of reading and math.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Rutherford, McKinsie, mckinsie.rutherford@ocps.net

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

Pre and post assessment results will be reviewed.

**Strategy: Weekend Program**

**Minutes added to school year: 2,700**

Saturday School; 15 sessions every other Saturday for the school year; Busses, breakfast, and snack will be provided. The students will be selected based on iReady data, previous FSA scores, and current academic progress. A site coordinator will be selected.

**Strategy Rationale**

To close the achievement gap

**Strategy Purpose(s)**

- Core Academic Instruction

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

Rutherford, McKinsie, mckinsie.rutherford@ocps.net

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

iReady data, formative assessments and progressbook

**Strategy: After School Program**

**Minutes added to school year: 20,400**

After School Zone is run by the Boys and Girls Club and provides a place for students to be after school. Students are able to complete homework and participate in enrichment opportunities based on their interests.

**Strategy Rationale**

The students benefit from being enrolled in the Boys and Girls Club because it is a supervised, positive, structured environment where students can be enriched in areas of interest. Some of the areas of interest are gaming, art, dance, and sports.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

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

Rutherford, McKinsie, mckinsie.rutherford@ocps.net

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

Enrollment and attendance is taken daily and monitored. Student attendance, student grades, and reduction in the amount of referrals can be used to measure the effectiveness of the program.

**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.**

It is important for the students of Ocoee Middle School to feel comfortable when they arrive for school in the fall. To help with this transition, a team visits all of the feeder elementary schools. Guidance counselors and teachers visit feeder elementary schools to lay the foundation of coursework and expectations at the middle school level as well as opportunities available. The students have the opportunity to register for classes. Students are also invited to tour the campus during the spring of their 5th grade year. During the summer, there is a tour for the students and parents that will be attending in the fall. During orientation night in August, students receive schedules and have the opportunity to meet their teachers.

To make the transition smooth for the 8th graders, there is a high school kick off held at the high school in the spring of their 8th grade year. The students are given an opportunity to tour the school. Students register for their freshman year while attending Ocoee Middle School so they will be ready for the fall.

**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.**

Students participate in class activities that support post-secondary education and career planning. Guest speakers throughout the year (Teach-In, AVID) help to promote future opportunities for college and career readiness. Registration forms include rigorous classes that include earning high school credit. Individual student and team presentations are provided to guide students and their families in the decision-making process regarding course selections.

The AVID program allows the students to visit a college/university each year. The sixth graders visit University of South Florida for an engineering expo. Students in seventh grade visit the University of Central Florida and eighth graders visit Stetson University. This allows students to be exposed to what a university campus encompasses.

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

Digital courses as well as our Agriscience class incorporates language arts, mathematics and the sciences into their curriculum content. Ocoee Middle School offers nine courses that allow students to earn high school credit and fast-track into more rigorous high school courses and beyond. Students are encouraged to pursue advanced coursework through virtual school options.

Project Lead the Way will be available to students in 6th grade to choose as a STEM elective. Ocoee Middle will also offer a technology class under Project Lead the Way, which will teach students how to develop an app.

AVID is also offered to support learning and create connections to opportunities to post-secondary education and careers. Through deliberate planning, there has been an increase the number of students participating in the AVID program with a focus on under-represented populations. Students in the AVID program are administered the PSAT to provide students with exposure to the test and track their progress on the testing as they work towards the SAT. Students are also enrolled in regular Algebra 1 classes to provide additional opportunities for AVID students to access high school math classes. There is an increase in the rigor through tutorials and by implementing higher level questioning through Costas. Students participate in college campus field trips to develop an

awareness of post-secondary opportunities.

The staff has participated in professional development on implementing AVID methodologies into all classes. To improve organizational strategies, all students are expected to keep a 3 inch binder and take Cornell notes. These strategies will increase their focus in the classroom and provide study materials for outside the classroom. Ocoee Middle School's AVID program supports academic rigor and promotes college readiness.

Students completing high school credit in middle school allows them to possibly complete basic high school requirements and take advantage of post-secondary classes in high school.

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

OMS has AVID students participate in college visits at each grade level to increase student awareness and to create a college going culture.

OMS participates in Teach-In to provide students with exposure to a wide range careers in a more personal manner.

OMS students have the opportunity to earn high school credits in Spanish 1, Digital Information Technology, Gaming and Simulation Foundation, Agriscience Foundation, Algebra 1 Honors, Geometry Honors, Physical Science Honors, Earth/Space Science Honors and Digital Video Production 1. Students on the Honors track could transition with 9 high school credits from OMS. The acceleration will allow them the option of taking higher level and more specialized curriculum in high school.

**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.**

NA

## 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.** Teacher leaders will be attending district professional learning communities (DPLC) to better align campus professional learning communities (PLC) in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common assessments as they relate to increased student learning. (Accelerate Student Performance, Invest in Human Capital)
  
- G2.** Teachers will improve the delivery and monitoring of standards based instruction in order to improve student achievement. (Accelerate Student Performance)

## 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.** Teacher leaders will be attending district professional learning communities (DPLC) to better align campus professional learning communities (PLC) in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common assessments as they relate to increased student learning. (Accelerate Student Performance, Invest in Human Capital) **1a**

G098225

**Targets Supported** **1b**

Indicator	Annual Target
FSA ELA Achievement	65.0
FSA Mathematics Achievement	65.0
FCAT 2.0 Science Level 3	65.0
Civics EOC Pass	80.0
School Grade - Percentage of Points Earned	64.0
ELA/Reading Lowest 25% Gains	65.0
Math Lowest 25% Gains	65.0
Algebra I EOC Pass Rate	86.0

**Targeted Barriers to Achieving the Goal** **3**

- Collaborative planning during professional learning communities is not focused on standards based instruction using the depth and rigor of the standard.

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

- FSA Test Specifications and more resources are available to teachers.
- Professional development to provide more experience in deconstructing the standards, refresh teachers on learning goals and scales, and purpose of professional learning communities.
- District has provided new curriculum materials (CRM) for teachers to develop rigorous learning goals and scales.
- Learning Management System (LMS)
- iReady programs for all math and ELA students
- New benchmark exams for all civics and 8th grade science students.
- District professional learning communities.

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

PLC Meetings will be attended each week by various members of the core team.

**Person Responsible**

Samuel Davis

**Schedule**

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

**Evidence of Completion**

Core team members will report back during Core Team meetings each week.

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

Regular unit plan checks and classroom observations will verify that lessons are being planned and taught consistently across the collaborative.

**Person Responsible**

Samuel Davis

**Schedule**

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

***Evidence of Completion***

PLC notes and other forms of formative and summative data will be reviewed. Unit plans contain PLC notes and data for students. Classroom coaching observations will be conducted by core team members.

**G2.** Teachers will improve the delivery and monitoring of standards based instruction in order to improve student achievement. (Accelerate Student Performance) 1a

G098226

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
FSA Mathematics Achievement	65.0
FCAT 2.0 Science Level 3	65.0
Civics EOC Pass	80.0
School Grade - Percentage of Points Earned	64.0
ELA/Reading Lowest 25% Gains	65.0
Math Lowest 25% Gains	65.0
Algebra I EOC Pass Rate	86.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers do not consistently check for understanding to be sure students are learning. Teachers must use the learning goal and scale to assess where students are functioning on the standard.

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

- Master schedule has been modified to include collaborative planning twice weekly for teachers.
- Administrators and coaches have participated in inter-relater reliability and have taken recertification of Marzano feedback.
- Professional development has been initiated in the past year to focus on specific elements of the Instructional Framework, which should help teachers with lesson planning and monitoring formative assessments.
- LMS (Learning Management System)
- CRMs (Curriculum Resource Materials) are available for teachers.
- Marzano Framework with modified elements.

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

Monitor the percentage of students progressing toward proficiency and becoming proficient across content areas according to formative assessments that align with the standards and iReady which will be used in all math and language arts classrooms.

**Person Responsible**

Samuel Davis

**Schedule**

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

**Evidence of Completion**

Formative and summative assessment data and Florida state standards; iReady reports

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Teacher leaders will be attending district professional learning communities (DPLC) to better align campus professional learning communities (PLC) in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common assessments as they relate to increased student learning. (Accelerate Student Performance, Invest in Human Capital) **1**

G098225

**G1.B1** Collaborative planning during professional learning communities is not focused on standards based instruction using the depth and rigor of the standard. **2**

B264238

**G1.B1.S1** Professional development in the area of effective professional learning communities will be offered to all staff members. **4**

S279894

### Strategy Rationale

Collaborative members will have the tools needed to plan efficiently and with a purpose.

### Action Step 1 **5**

Professional development will be provided on Canvas for all teachers in the areas of learning goals and scales and effective professional learning communities.

#### Person Responsible

McKinsie Rutherford

#### Schedule

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

#### Evidence of Completion

Canvas

### Action Step 2 **5**

The leadership team will attend PLC meetings and assist with the efficiency and alignment to the standards.

#### Person Responsible

Samuel Davis

#### Schedule

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

#### Evidence of Completion

PLC Tracker forms from each Administrator, PLC meeting notes.

**Action Step 3** 5

Coach teachers/collaborative teams who are having difficulties aligning standards, writing goals and scales, or having a functioning professional learning community.

**Person Responsible**

McKinsie Rutherford

**Schedule**

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

**Evidence of Completion**

PLC trackers, Core team meeting notes to identify teachers/teams

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

Professional development is taking place and teachers are participating. Teachers are collaborating and creating standards based lessons using learning and scales aligned to the standard.

**Person Responsible**

McKinsie Rutherford

**Schedule**

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

**Evidence of Completion**

Canvas participation, Unit Plan notes, PLC meeting notes

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

PLC Meetings will be attended and reported back in Leadership Team Meetings.

**Person Responsible**

Samuel Davis

**Schedule**

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

**Evidence of Completion**

PLC Meeting Notes, Administrator PLC Trackers, Core Team Meeting Notes

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

Teachers' unit plans and collaborative meeting notes will be reviewed on a weekly basis. By having Core Team members attend PLC Meetings on a weekly basis and report back in Core Team Meetings, the expectation is to have a more efficient PLC meeting with emphasis on standards based instruction.

**Person Responsible**

Samuel Davis

**Schedule**

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

***Evidence of Completion***

Collaborative meeting notes, unit plans, participation in professional development via sign in sheets, core team notes and assessment data will be monitored.

**G2.** Teachers will improve the delivery and monitoring of standards based instruction in order to improve student achievement. (Accelerate Student Performance) **1**

 G098226

**G2.B3** Teachers do not consistently check for understanding to be sure students are learning. Teachers must use the learning goal and scale to assess where students are functioning on the standard. **2**

 B264249

**G2.B3.S1** Professional Development in the area of learning goals and scales that directly relate to the standard. **4**

 S279896

### **Strategy Rationale**

Teachers will be able to unpack the standard and write learning goals and scales that are related to the depth of the standard. Teachers will be able to monitor the students and check for understanding.

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

Professional development will be offered using the Florida Standards. Professional development will begin with a review of deconstructing the standards and will focus throughout the school year making sure teachers are planning and delivering lessons using learning goals and scales aligned to the depth of the standard.

#### **Person Responsible**

McKinsie Rutherford

#### **Schedule**

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

#### **Evidence of Completion**

Unit plans with data, data through Canvas, data sent to administrators, sign-in sheets and agendas.

### Action Step 2 5

Teachers will work in their PLCs to ensure learning goals and scales are written to the rigor of the standard.

#### **Person Responsible**

Samuel Davis

#### **Schedule**

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

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

PLC meeting notes, lesson plan reviews and assessments, data meetings, Administrator PLC tracker

### Action Step 3 5

Identify teachers who are having difficulty teaching within the depth of the standard. The teachers will receive additional support through the coaching cycle.

#### **Person Responsible**

McKinsie Rutherford

#### **Schedule**

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

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

Standard alignment feedback forms, classroom coaching observations, PLC meeting notes, learning goals and scales.

### Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

The leadership team will monitor learning goals and scales via the unit plan.

#### **Person Responsible**

McKinsie Rutherford

#### **Schedule**

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

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

unit plans

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

Teachers will participate in professional development

**Person Responsible**

McKinsie Rutherford

**Schedule**

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

***Evidence of Completion***

Sign in sheets and agendas

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** 6

PLC meetings will be attended by members of the leadership team.

**Person Responsible**

Samuel Davis

**Schedule**

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

***Evidence of Completion***

PLC Meeting Notes, PLC Meeting Trackers

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

The leadership team will monitor learning goals and scales along with formative assessments and assessment data to ensure instruction is being given to the rigor of the standard.

**Person Responsible**

Samuel Davis

**Schedule**

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

***Evidence of Completion***

formative assessments, core team meeting notes, collaborative notes and student assessment data

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1** 7

Monitor collaborative notes for attendance of core team members.

**Person Responsible**

McKinsie Rutherford

**Schedule**

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

***Evidence of Completion***

core team notes, collaborative team 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>					
G1.MA1  M408349	PLC Meetings will be attended each week by various members of the core team.	Davis, Samuel	9/1/2017	Core team members will report back during Core Team meetings each week.	5/30/2018 weekly
G1.MA2  M408350	Regular unit plan checks and classroom observations will verify that lessons are being planned and...	Davis, Samuel	9/1/2017	PLC notes and other forms of formative and summative data will be reviewed. Unit plans contain PLC notes and data for students. Classroom coaching observations will be conducted by core team members.	5/30/2018 weekly
G2.MA1  M408356	Monitor the percentage of students progressing toward proficiency and becoming proficient across...	Davis, Samuel	9/1/2017	Formative and summative assessment data and Florida state standards; iReady reports	5/30/2018 quarterly
G1.B1.S1.MA1  M408344	Teachers' unit plans and collaborative meeting notes will be reviewed on a weekly basis. By having...	Davis, Samuel	9/1/2017	Collaborative meeting notes, unit plans, participation in professional development via sign in sheets, core team notes and assessment data will be monitored.	5/30/2018 weekly
G1.B1.S1.MA1  M408345	Professional development is taking place and teachers are participating. Teachers are...	Rutherford, McKinsie	9/1/2017	Canvas participation, Unit Plan notes, PLC meeting notes	5/30/2018 weekly
G1.B1.S1.MA2  M408346	PLC Meetings will be attended and reported back in Leadership Team Meetings.	Davis, Samuel	9/1/2017	PLC Meeting Notes, Administrator PLC Trackers, Core Team Meeting Notes	5/30/2018 weekly
G1.B1.S1.A1  A377263	Professional development will be provided on Canvas for all teachers in the areas of learning goals...	Rutherford, McKinsie	9/1/2017	Canvas	5/30/2018 quarterly
G1.B1.S1.A2  A377264	The leadership team will attend PLC meetings and assist with the efficiency and alignment to the...	Davis, Samuel	9/1/2017	PLC Tracker forms from each Administrator, PLC meeting notes.	5/30/2018 weekly
G1.B1.S1.A3  A377265	Coach teachers/collaborative teams who are having difficulties aligning standards, writing goals...	Rutherford, McKinsie	9/1/2017	PLC trackers, Core team meeting notes to identify teachers/teams	5/30/2018 weekly
G2.B3.S1.MA1  M408351	The leadership team will monitor learning goals and scales along with formative assessments and...	Davis, Samuel	9/1/2017	formative assessments, core team meeting notes, collaborative notes and student assessment data	5/30/2018 weekly
G2.B3.S1.MA4  M408352	Monitor collaborative notes for attendance of core team members.	Rutherford, McKinsie	9/1/2017	core team notes, collaborative team notes	5/30/2018 weekly
G2.B3.S1.MA1  M408353	The leadership team will monitor learning goals and scales via the unit plan.	Rutherford, McKinsie	9/1/2017	unit plans	5/30/2018 weekly
G2.B3.S1.MA3  M408354	Teachers will participate in professional development	Rutherford, McKinsie	9/1/2017	Sign in sheets and agendas	5/30/2018 quarterly
G2.B3.S1.MA5  M408355	PLC meetings will be attended by members of the leadership team.	Davis, Samuel	9/1/2017	PLC Meeting Notes, PLC Meeting Trackers	5/30/2018 weekly
G2.B3.S1.A1  A377267	Professional development will be offered using the Florida Standards. Professional development...	Rutherford, McKinsie	9/1/2017	Unit plans with data, data through Canvas, data sent to administrators, sign-in sheets and agendas.	5/30/2018 quarterly
G2.B3.S1.A2  A377268	Teachers will work in their PLCs to ensure learning goals and scales are written to the rigor of...	Davis, Samuel	9/1/2017	PLC meeting notes, lesson plan reviews and assessments, data meetings, Administrator PLC tracker	5/30/2018 monthly
G2.B3.S1.A3  A377269	Identify teachers who are having difficulty teaching within the depth of the standard. The...	Rutherford, McKinsie	9/1/2017	Standard alignment feedback forms, classroom coaching observations, PLC meeting notes, learning goals and scales.	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.** Teacher leaders will be attending district professional learning communities (DPLC) to better align campus professional learning communities (PLC) in planning standards-based lessons, reflecting on the effectiveness of instruction, and designing and analyzing common assessments as they relate to increased student learning. (Accelerate Student Performance, Invest in Human Capital)

**G1.B1** Collaborative planning during professional learning communities is not focused on standards based instruction using the depth and rigor of the standard.

**G1.B1.S1** Professional development in the area of effective professional learning communities will be offered to all staff members.

### **PD Opportunity 1**

Professional development will be provided on Canvas for all teachers in the areas of learning goals and scales and effective professional learning communities.

#### **Facilitator**

Collaborative Leaders, Core Team

#### **Participants**

All Faculty

#### **Schedule**

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

**G2.** Teachers will improve the delivery and monitoring of standards based instruction in order to improve student achievement. (Accelerate Student Performance)

**G2.B3** Teachers do not consistently check for understanding to be sure students are learning. Teachers must use the learning goal and scale to assess where students are functioning on the standard.

**G2.B3.S1** Professional Development in the area of learning goals and scales that directly relate to the standard.

### **PD Opportunity 1**

Professional development will be offered using the Florida Standards. Professional development will begin with a review of deconstructing the standards and will focus throughout the school year making sure teachers are planning and delivering lessons using learning goals and scales aligned to the depth of the standard.

#### **Facilitator**

McKinsie Rutherford

#### **Participants**

All Faculty

#### **Schedule**

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

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Professional development will be provided on Canvas for all teachers in the areas of learning goals and scales and effective professional learning communities.</b>				<b>\$0.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0342 - Ocoee Middle			\$0.00
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>The leadership team will attend PLC meetings and assist with the efficiency and alignment to the standards.</b>				<b>\$1,300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	0342 - Ocoee Middle	General Fund		\$1,300.00
			<i>Notes: Provide substitutes for planning days.</i>			
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Coach teachers/collaborative teams who are having difficulties aligning standards, writing goals and scales, or having a functioning professional learning community.</b>				<b>\$0.00</b>
<b>4</b>	<b>G2.B3.S1.A1</b>	<b>Professional development will be offered using the Florida Standards. Professional development will begin with a review of deconstructing the standards and will focus throughout the school year making sure teachers are planning and delivering lessons using learning goals and scales aligned to the depth of the standard.</b>				<b>\$0.00</b>
<b>5</b>	<b>G2.B3.S1.A2</b>	<b>Teachers will work in their PLCs to ensure learning goals and scales are written to the rigor of the standard.</b>				<b>\$0.00</b>
<b>6</b>	<b>G2.B3.S1.A3</b>	<b>Identify teachers who are having difficulty teaching within the depth of the standard. The teachers will receive additional support through the coaching cycle.</b>				<b>\$0.00</b>
<b>Total:</b>						<b>\$1,300.00</b>