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## 2013-2014 SCHOOL IMPROVEMENT PLAN

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Memorial Middle  
2220 29TH ST  
Orlando, FL 32805  
407-245-1810

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### School Demographics

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<b>School Type</b> Middle School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 100%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 98%

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### School Grades History

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<b>2013-14</b> D	<b>2012-13</b> C	<b>2011-12</b> C	<b>2010-11</b> C
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### SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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

### Part II: Expected Improvements

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

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

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

### Part III: Coordination and Integration

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

### Appendix 1: Professional Development Plan to Support Goals

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

### Appendix 2: Budget to Support Goals

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

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

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

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 1	3	Ella Thompson

  

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

## Current School Status

### School Information

#### School-Level Information

##### School

Memorial Middle

##### Principal

Shelia Windom

##### School Advisory Council chair

Genise Runyon

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

Name	Title
April Davis-LaRue	Assistant Principal of Instruction
Leandra McMurtry	Assistant Principal
Darren Randall	6th Grade Dean
Eddie Mitchell	7th Grade Dean
Michael Longmire	8th Grade Dean
Nevet Young	ESE Dean
Tara White	Dean of Instruction

#### District-Level Information

##### District

Orange

##### Superintendent

Dr. Barbara M Jenkins

##### Date of school board approval of SIP

1/28/2014

### School Advisory Council (SAC)

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

#### Membership of the SAC

Genise Runyon- SAC Chair; Desiree Bultman, Kristie Hardy- Faculty; Marie Brown-Classified; Miranda Fields- Parent;

#### Involvement of the SAC in the development of the SIP

We review the data and the activities so that we can monitor the goals. We review them every month and bring our data folders to the meetings. At the end we have a retreat to come up with recommendations to begin the process for the upcoming school year.

#### Activities of the SAC for the upcoming school year

We will first have guest speakers to attend and provide focus on the SIP and various areas (curriculum, discipline and etc). Second we will assist with bringing out parents through increasing our parental involvement and joining in the school wide activities. Third to provide suggestions and recommendations on student achievement to keep students first with providing data and possible solutions.

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

The funds normally go to our Renaissance Achievement Program (RAP) which is sponsored by Josten's to assist with changing our culture to one that promotes positive success and aligns with our SIP.

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

In Compliance

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

#### **Highly Qualified Staff**

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

#### **Administrators**

##### **# of administrators**

3

##### **# receiving effective rating or higher**

(not entered because basis is < 10)

##### **Administrator Information:**

##### **Shelia Windom**

Principal

Years as Administrator: 13

Years at Current School: 3

##### **Credentials**

Bachelors of Science. Business Administration, Master of Arts in Business, Ed.S.in Educational Leadership, Ed.D. in Organizational Leadership  
Certifications - Business Education 6-12, MG Math 5-9 and School Principal all levels

##### **Performance Record**

2013 Memorial Middle School - (C) (40% AMO Target Not Met); (33% AMO Target Not Met)  
2013 Learning Gains (67% Reading; 59% Math)  
2013 Learning Gains Lowest 25% (71% Reading; 69% Math)  
2012 Memorial Middle School - (C) (39% FCAT Reading AMO Target Not Met) (41% FCAT Math AMO Target Not Met)  
2012 Learning Gains (66% Reading; 64% Math)  
2012 Learning Gains Lowest 25% (69% Reading; 71% Math)  
2011 Memorial Middle School - (C, AYP Not Met)  
2011 Learning Gains (Math 63%, Reading 65%)  
2011 Meeting High Standards (Math 35%, Reading 38%)  
2011 Lowest 25% (Math 70%, Reading 66%)

**April Davis-LaRue**

Asst Principal

Years as Administrator: 1

Years at Current School: 3

**Credentials**

Bachelor of Science, Broadcast Journalism  
 Master of Science, Educational Leadership  
 Certifications - Middle Grades English 5-9; Elementary Education  
 K - 6, Ed. Leadership, Reading Endorsed

**Performance Record**

2013 Memorial Middle School - (C) (40% AMO Target Not Met);  
 (33% AMO Target Not Met)  
 2013 Learning Gains (67% Reading; 59% Math)  
 2013 Learning Gains Lowest 25% (71% Reading; 69% Math)  
 2012 Memorial Middle School - (C) (39% FCAT Reading AMO  
 Target Not Met) (41% FCAT Math AMO Target Not Met)  
 2012 Learning Gains (66% Reading; 64% Math)  
 2012 Learning Gains Lowest 25% (69% Reading; 71% Math)  
 2011 Memorial Middle School - (C, AYP Not Met)  
 2011 Learning Gains (Math 63%, Reading 65%)  
 2011 Meeting High Standards (Math 35%, Reading 38%)  
 2011 Lowest 25% (Math 70%, Reading 66%)

**Leanda McMurtry**

Asst Principal

Years as Administrator: 0

Years at Current School: 0

**Credentials**

Bachelor of Science. Information Technology with specialization  
 on Business Integration  
 Master of Science. Education with Specialization in Educational  
 Leadership,  
 Certifications - Elementary K-6, Middle Grades Integrated 5-9,  
 Computer Science K-12, Ed. Leadership All Levels, Reading  
 Endorsed

**Performance Record**

2010-2013 Alternative Education Schools (Not graded)  
 2012: (Middle Grades Only-Elem and High Insufficient Data)  
 Learning Gains – Math 50%, Reading 55%  
 High Standards – Math 16%, Reading 19%;  
 Lowest 25% - Math 22%, Reading 27%.  
 2011: (Middle Grades Only-Elem and High Insufficient Data)  
 Learning Gains - Math 55% and Reading 48%.  
 High Standards Math 24% and Reading 20%.  
 Lowest 25% Reading 18% and Math 22%

**Instructional Coaches****# of instructional coaches**

7

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Instructional Coach Information:****Natasha Pender**

Full-time / School-based

Years as Coach: 3

Years at Current School: 4

**Areas**

Mathematics

**Credentials**

Master of Science Education, Educational Specialist in  
Administration and Supervision  
Certifications - Elementary Education, ESOL Endorsed,  
Educational Leadership K-12

**Performance Record**

2013 Memorial Middle School - (C) (40% AMO Target Not Met);  
(33% AMO Target Not Met)  
2013 Learning Gains (67% Reading; 59% Math)  
2013 Learning Gains Lowest 25% (71% Reading; 69% Math)  
2012 Memorial Middle School - (C) (39% FCAT Reading AMO  
Target Not Met) (41% FCAT Math AMO Target Not Met))  
2012 Learning Gains (66% Reading; 64% Math)  
2012 Learning Gains Lowest 25% (69% Reading; 71% Math)  
2011 Memorial Middle School - (C, AYP Not Met)  
2011 Learning Gains (Math 63%, Reading 65%)  
2011 Meeting High Standards (Math 35%, Reading 38%)  
2011 Lowest 25% (Math 70%, Reading 66%)

**Michelle Jones**

Full-time / School-based

Years as Coach: 1

Years at Current School: 8

**Areas**

Reading/Literacy

**Credentials**

Bachelors of Science Elementary Education  
Certifications - Elementary Secondary ESOL, Elementary Ed,  
Reading Endorsed, ESOL endorsed

**Performance Record**

2013 Memorial Middle School - (C) (40% AMO Target Not Met);  
(33% AMO Target Not Met)  
2013 Learning Gains (67% Reading; 59% Math)  
2013 Learning Gains Lowest 25% (71% Reading; 69% Math)  
2012 Memorial Middle School - (C) (39% FCAT Reading AMO  
Target Not Met) (41% FCAT Math AMO Target Not Met))  
2012 Learning Gains (66% Reading; 64% Math)  
2012 Learning Gains Lowest 25% (69% Reading; 71% Math)  
2011 Memorial Middle School - (C, AYP Not Met)  
2011 Learning Gains (Math 63%, Reading 65%)  
2011 Meeting High Standards (Math 35%, Reading 38%)  
2011 Lowest 25% (Math 70%, Reading 66%)



<b>Chandra Connelly</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 3
<b>Areas</b>	Science	
<b>Credentials</b>	Bachelors of Science Elementary Education Masters of Science Psychology & Guidance Certifications - 5-9 Middle Grades Integrated Curriculum, Grades Pre-K-12 Guidance Counselor, Elementary Ed	
<b>Performance Record</b>	2013 Memorial Middle School - (C) (40% AMO Target Not Met); (33% AMO Target Not Met) 2013 Learning Gains (67% Reading; 59% Math) 2013 Learning Gains Lowest 25% (71% Reading; 69% Math) 2012 Memorial Middle School - (C) (39% FCAT Reading AMO Target Not Met) (41% FCAT Math AMO Target Not Met)) 2012 Learning Gains (66% Reading; 64% Math) 2012 Learning Gains Lowest 25% (69% Reading; 71% Math)	

  

<b>Karen Bullard</b>		
Full-time / School-based	Years as Coach: 1	Years at Current School: 3
<b>Areas</b>	Reading/Literacy	
<b>Credentials</b>	Bachelors of Science Elementary Education Masters of Science Psychology & Guidance Certifications - Elementary Ed, ESOL endorsed	
<b>Performance Record</b>	2013 Memorial Middle School - (C) (40% AMO Target Not Met); (33% AMO Target Not Met) 2013 Learning Gains (67% Reading; 59% Math) 2013 Learning Gains Lowest 25% (71% Reading; 69% Math) 2012 Memorial Middle School - (C) (39% FCAT Reading AMO Target Not Met) (41% FCAT Math AMO Target Not Met)) 2012 Learning Gains (66% Reading; 64% Math) 2012 Learning Gains Lowest 25% (69% Reading; 71% Math)	

<b>Lakecia Green</b>		
Full-time / School-based	Years as Coach: 7	Years at Current School: 8
<b>Areas</b>	Other	
<b>Credentials</b>	Bachelors of Science Elementary Education Masters of Science Educational Leadership Certifications - Elementary/Secondary ESOL, Elementary Ed, Ed. Leadership	
<b>Performance Record</b>	2013 Memorial Middle School - (C) (40% AMO Target Not Met); (33% AMO Target Not Met) 2013 Learning Gains (67% Reading; 59% Math) 2013 Learning Gains Lowest 25% (71% Reading; 69% Math) 2012 Memorial Middle School - (C) (39% FCAT Reading AMO Target Not Met) (41% FCAT Math AMO Target Not Met) 2012 Learning Gains (66% Reading; 64% Math) 2012 Learning Gains Lowest 25% (69% Reading; 71% Math) 2011 Memorial Middle School - (C, AYP Not Met) 2011 Learning Gains (Math 63%, Reading 65%) 2011 Meeting High Standards (Math 35%, Reading 38%) 2011 Lowest 25% (Math 70%, Reading 66%)	

  

<b>Shirley Descopain</b>		
Full-time / School-based	Years as Coach: 2	Years at Current School: 7
<b>Areas</b>	Rtl/MTSS	
<b>Credentials</b>	Bachelors of Science Biology Masters of Science Educational Leadership Certification - Grades 5-9 Math	
<b>Performance Record</b>	2013 Memorial Middle School - (C) (40% AMO Target Not Met); (33% AMO Target Not Met) 2013 Learning Gains (67% Reading; 59% Math) 2013 Learning Gains Lowest 25% (71% Reading; 69% Math) 2012 Memorial Middle School - (C) (39% FCAT Reading AMO Target Not Met) (41% FCAT Math AMO Target Not Met) 2012 Learning Gains (66% Reading; 64% Math) 2012 Learning Gains Lowest 25% (69% Reading; 71% Math) 2011 Memorial Middle School - (C, AYP Not Met) 2011 Learning Gains (Math 63%, Reading 65%) 2011 Meeting High Standards (Math 35%, Reading 38%) 2011 Lowest 25% (Math 70%, Reading 66%)	

<b>Eugene Chavis</b>		
Part-time / District-based	Years as Coach: 1	Years at Current School: 6
<b>Areas</b>	Other	
<b>Credentials</b>	Associates of Applied Science, Instructor of Technology and Military Science Associates of Applied Science, Electronic Systems Technology Bachelor of Science, Electronic Systems Management Masters of Education, History Certifications - Pre-K - 3, Grades 6-12 Social Science	
<b>Performance Record</b>	2013 Memorial Middle School - (C) (40% AMO Target Not Met); (33% AMO Target Not Met) 2013 Learning Gains (67% Reading; 59% Math) 2013 Learning Gains Lowest 25% (71% Reading; 69% Math) 2012 Memorial Middle School - (C) (39% FCAT Reading AMO Target Not Met) (41% FCAT Math AMO Target Not Met) 2012 Learning Gains (66% Reading; 64% Math) 2012 Learning Gains Lowest 25% (69% Reading; 71% Math) 2011 Memorial Middle School - (C, AYP Not Met) 2011 Learning Gains (Math 63%, Reading 65%) 2011 Meeting High Standards (Math 35%, Reading 38%) 2011 Lowest 25% (Math 70%, Reading 66%)	

**Classroom Teachers****# of classroom teachers**

57

**# receiving effective rating or higher**

50, 88%

**# Highly Qualified Teachers**

100%

**# certified in-field**

57, 100%

**# ESOL endorsed**

14, 25%

**# reading endorsed**

8, 14%

**# with advanced degrees**

28, 49%

**# National Board Certified**

0, 0%

**# first-year teachers**

8, 14%

**# with 1-5 years of experience**

21, 37%

**# with 6-14 years of experience**

18, 32%

**# with 15 or more years of experience**

10, 18%

**Education Paraprofessionals****# of paraprofessionals**

5

**# Highly Qualified**

5, 100%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above****# receiving effective rating or higher****Teacher Recruitment and Retention Strategies**

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

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

We utilize monetary incentives provided by the Teacher Incentive Fund (TIF) Grant and Learning Gains program to recruit and retain teachers. Our retention program also includes: professional learning communities (Leadership Team); professional development (Leadership Team); mentors for new teachers (Instructional Coaches and Administrators); instructional support for all teachers (Leadership Team);

**Teacher Mentoring Program/Plan**

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

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

All new teachers are paired with a veteran teacher who teach the same content which will allow new teachers to collaborate with a veteran teacher based on best practices of instruction. There is a New Teacher Collaboration meeting held monthly. Our collaboration meetings will focus on targeted areas based on the overall needs of the new teachers and will include the following: classroom management, marzano, common core, gradual release.

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

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

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

- MTSS and the problem-solving process will be introduced to the staff and administrators on a yearly basis
- Implement the eight-step problem solving process
- The MTSS process will allow teachers to discuss data monthly during Professional Learning Communities (PLCs) to identify students
- Identifying school-wide classroom data to drive instructional decision making for all grade levels
- Continuous data monitoring
- The importance of progress monitoring for the effectiveness of all interventions

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

- All instructional teachers will identify data to drive their instruction and provide interventions to meet the needs of their students
- The Core Team will be responsible for overseeing each area of the MTSS organizational functions.
- The Academic Team will be responsible for analyzing data and providing interventions on specific levels to meet each student's needs. The data used will come from Fall and Winter district benchmark assessments.
- The Behavior Team will be responsible for providing data on discipline referrals and suspensions. They will also collaborate in providing interventions that would minimize the amounts of referrals and suspensions for all grade levels.
- The Attendance Team will be responsible for supporting the school by providing data and interventions needed to improve student attendance, tardy, and truancy.

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

The core, academic, behavior and attendance teams will collaborate monthly to ensure that the needs of our students are met. The team will assist by providing each member with data-based decision making and will be the school's progress monitoring system for academic and behavior structures for all three tiers. The monthly team meetings will be driven by the problem solving process where we will identify the problems and provide resolutions.

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

- Mini Drills (teacher observations)
- District benchmark testing
- Grades
- Attendance and tardy reports
- Discipline referrals
- Safe referrals
- Counseling referrals
- Truancy and arrest report
- Individualized Educational Plan (IEP)- Initial process, change of placement documentation
- Teachers intervention reports

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

The staff was trained at the beginning of the 2013-2014 school year. Trainings and support will be given on a yearly basis during monthly PLCs. Parents will be provided with information on the MTSS process

during the initial meetings. They will also be asked to provide a goal for their child as they receive interventions during the MTSS process.

### Increased Learning Time/Extended Learning Opportunities

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

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

**Strategy:** Extended Day for All Students

**Minutes added to school year:** 750

We offer the All Stars program before and after school that is a collaboration between City of Orlando, Orange County Public Schools (OCPS) and Memorial Middle School teachers. The morning program begins at 7:30 am and the afternoon program begins after school. We analyze the data to meet with the core team to assist students' with success.

#### Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

We offer zero period in conjunction with the All Star program to assist with performance. The students go to several classes per grades which includes Computer Based Instruction (CBI), Reading and Math. They not only work on deficient skills but homework and any other assistance needed.

#### Who is responsible for monitoring implementation of this strategy?

We offer Saturday School starting in November. The students come from 9 to 12 rotating to reading and math. The 8th grade students will have three rotations with writing/science being the third one. This is to be able to capitalize on every minute to assist students.

**Strategy:** Extended Day for All Students

**Minutes added to school year:** 750

We offer Saturday School boot camp to all students to be able to use the summer not to get behind. We also bring in incoming 6th graders as a "jump start" type of program. It is considered summer enrichment to all students.

#### Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

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

#### Who is responsible for monitoring implementation of this strategy?

## Literacy Leadership Team (LLT)

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

Name	Title
Dr. Shelia Windom	Principal
April Davis-LaRue	Assistant Principal of Instruction
Leanda McMurtry	Assistant Principal
Tara White	Dean of Instruction
Michelle Jones	Reading Coach
Leanette Johnson	Media Specialist
Lakecia Green	Graduation Coach
Natasha Pender	Math/STEM Coach
Chandra Connelly	Science/STEM Coach
Karen Bullard	AVID/Writing Coach

### How the school-based LLT functions

The LLT will meet monthly to collaborate and discuss ways to creatively enhance and improve literacy skills. The primary function of the LLT is to advocate and provide teachers, parents and students with greater access to literacy. The LLT will formally and informally check the success of the literacy program.

### Major initiatives of the LLT

The major initiatives will be to increase student reading comprehension and writing skills across all content areas by incorporating Writing, Inquiry, Collaboration, Organization and Reading (WICOR). The Accelerated Reader program will be used to check and monitor student comprehension and mastery.

## Every Teacher Contributes to Reading Instruction

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

Every teacher contributes to the reading improvement by embedding reading strategies within their content area as well as incorporating the reading skill of the month. All content areas help to increase student reading comprehension and writing skills by incorporating (WICOR). The Accelerated Reader program is used to check and monitor student comprehension and mastery as well as used as an incentive school-wide.

## Preschool Transition

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

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

## College and Career Readiness

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

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

Memorial Middle School currently incorporates applied courses to help students see the relationship between subjects and relevance to their future through interdisciplinary unit planning. This concept is done through the International Baccalaureate (IB/MYP) and Advancement Via Individual Determination (AVID) Programs. The purpose of this approach is to dissolve, or at a minimum, blur the boundaries of areas of study and encourage learning across the curriculum. The desired student outcome is for a holistic education where critical thinking and transfer of knowledge are evident with the school and the outside world. We fuse the fundamental 20th century skills (i.e. reading, writing, and arithmetic) with the 21st century skills (i.e. communications, critical thinking, problem-solving and collaboration) through the use of the inquiry process to ensure students are better prepared to enter the workforce and be successful in a global society.

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

Memorial Middle School promotes academic and career planning generally via our guidance department. Their major goals are to promote personal growth and provide opportunities for each student to reach his/her full potential. The principal and the leadership team ensure that guidance is an integral part of the education process and that it is centered directly on the student. Memorial Middle School offers a wide choice of courses. As a result, guidance helps students identify and develop their potentialities so they will be prepared to enter the workforce and be successful in a global society. Guidance counselors visit classrooms to describe courses offered at the next level. Additionally, they discuss graduation requirements as well as college admission requirements. Again, the main purpose is to help all students in the areas of academic achievement, personal and career development while ensuring today's students become the productive, well-rounded adults of tomorrow.

Memorial Middle School further promote academic and career planning through the AVID elective class. The AVID elective class requires academic planning for all students admitted to the program. Students not only research post-secondary options, but develop academic plans based on the requirements of the chosen school or career. Also, selected community guest speakers, usually well known for his or her mastery in a particular field, visit the classroom throughout the year to engage our students in serious discourse to broaden students understanding thus, providing a better insight on career choices. Finally, the College and Career Readiness program provides field trips to colleges and universities. This part of the program is three-fold: First, it offers an overall perspective of the college's atmosphere. It gives students a snapshot of the amazing experiences that await them. It sparks their curiosity, thus motivating them to further investigate what's out there. Secondly, these campus visits are a crucial part of the student decision-making process. This is the time that students should start examining their concerns, interests, and strengths to determine their future career paths. It is never too early for students to start thinking about career aspirations. Finally, the program is designed to prepare students to successfully navigate the complexities of today's society while enhancing their self-confidence and self-esteem. It's Memorial's College and Career Readiness goal to seek out the best practices to reach our learners so they can be the best they can be.

**Strategies for improving student readiness for the public postsecondary level**

N/A



## Expected Improvements

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

### Area 1: Reading

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

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	40%	No	50%
American Indian				
Asian				
Black/African American	42%	36%	No	48%
Hispanic	48%	50%	Yes	53%
White	69%	47%	No	72%
English language learners	41%	26%	No	47%
Students with disabilities	41%	34%	No	47%
Economically disadvantaged	44%	40%	No	50%

### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	171	40%	50%
Students scoring at or above Achievement Level 4	89	13%	19%

### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		26%
Students scoring at or above Level 7	16	53%	59%

### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	389	67%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	101	71%	77%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	77	53%	59%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	29	20%	26%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	21	14%	20%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	97	44%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	10	83%	89%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	47%	33%	No	52%
American Indian				
Asian				
Black/African American	45%	31%	No	51%
Hispanic	50%	41%	No	55%
White	63%	21%	No	67%
English language learners	42%	21%	No	48%
Students with disabilities	39%	29%	No	45%
Economically disadvantaged	47%	33%	No	52%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	140	21%	27%
Students scoring at or above Achievement Level 4	50	8%	14%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	12	40%	46%
Students scoring at or above Level 7	11	37%	43%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	352	59%	65%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	98	69%	75%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	55	80%	86%
Middle school performance on high school EOC and industry certifications	44	80%	47%

**Area 4: Science****Middle School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	41	18%	24%
Students scoring at or above Achievement Level 4	25	11%	17%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		56%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		39%

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

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	30		35
Participation in STEM-related experiences provided for students	631	100%	100%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	60	8%	11%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	6	0%	9%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		0%	9%
Students taking CTE industry certification exams	6	100%	100%
Passing rate (%) for students who take CTE industry certification exams		67%	77%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	2	100%	100%

**Area 8: Early Warning Systems****Middle School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	87	12%	9%
Students who fail a mathematics course	1	0%	0%
Students who fail an English Language Arts course	1	0%	0%
Students who fail two or more courses in any subject	0	0%	0%
Students who receive two or more behavior referrals	208	31%	25%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	471	25%	25%

**Area 9: Parent Involvement**

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

**Parental involvement targets for the school**

The staff and administration of Memorial Middle School believe that all students can learn; we accept the challenge to teach all students so they may obtain their maximum educational potential. It is in this spirit that we would like to align ourselves as full partners with the parents of our students. It is the purpose of both Memorial Middle School faculty and the parents of our school to provide our students with an excellent education that maintains the highest academic standards. We want to educate all students to live and work with all people, to think critically, to function in the world in which they live through the use of technology and appreciation of the arts, to possess positive character traits, and to value a democratic society in which they will become responsible and productive citizens in a global world. Memorial Middle School will convene meetings at a time convenient for parents of participating children. All parents are invited and encouraged to attend meetings. We will provide information and an explanation of Title I and the rights of parents. In addition, Memorial Middle School will provide child care or home visits to offer a flexible number of meetings for parental involvement. Our meetings will be held in the mornings as well as the evenings. Parents are given the opportunity to meet with teachers, staff and administrators before school, during or after school to discuss student achievement, behavior, and or deficits. This option reinforces the ability of staff to work effectively with parents to meet the needs of all students. Open House will be scheduled after normal work hours to accommodate working parents. As well as SAC, PTSA, PLC, Literacy Night, Math and Science Night will be held after normal working hours in order to accommodate parents' needs. Copies of materials from meetings will be available in the office for parents who were unable to attend meetings.

### Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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### Area 10: Additional Targets

#### Additional targets for the school

We will reduce the number of out of school suspensions by establishing clear and consistent procedures, regular contact with parents, before, during and after concerns arise. School staff will be provided with relevant and appropriate training on the school discipline procedures. Staff will encourage students to develop personal goals and targets. Teachers will have conferences regarding at risk students to help analyze events before they lead to suspensions, and regularly review school procedures.

#### Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Reduce the number of out of school suspensions by 3%	317	50%	47%

## Goals Summary

- G1.** Incorporating rigor in all content areas will increase overall student achievement.
- G2.** By implementing Common Core State Standards and College and Career Readiness student achievement will increase overall in all content areas.

## Goals Detail

### G1. Incorporating rigor in all content areas will increase overall student achievement.

#### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Science
- Science - Middle School

#### Resources Available to Support the Goal

- Marzano "Becoming a Reflective Teacher" and iObservation resource library
- Instructional Management System (IMS)
- Lesson Study
- Utilizing Webb's Depth of Knowledge and Costa's
- Utilizing the Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards Crosswalk

#### Targeted Barriers to Achieving the Goal

- Teacher knowledge and understanding of best practices.
- Teacher understanding of how to apply the Rigor and Relevance Framework for Classroom Instruction

### Plan to Monitor Progress Toward the Goal

Data meetings per department to review assessment results

#### Person or Persons Responsible

School-based leadership team and teachers

#### Target Dates or Schedule:

Year-long

#### Evidence of Completion:

Student achievement data

**G2.** By implementing Common Core State Standards and College and Career Readiness student achievement will increase overall in all content areas.

**Targets Supported**

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Science
- Science - Middle School
- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards crosswalk
- Instructional Management System (IMS)
- Marzano Becoming a Reflective Teacher resource book

**Targeted Barriers to Achieving the Goal**

- Teachers knowledge of understanding and implementing Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards
- Teachers implementing English Language Arts (ELA) strategies in all content areas

**Plan to Monitor Progress Toward the Goal**

Data meetings per department to review assessment results

**Person or Persons Responsible**

School-based leadership team

**Target Dates or Schedule:**

Year-long

**Evidence of Completion:**

Student achievement data

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Incorporating rigor in all content areas will increase overall student achievement.

**G1.B1** Teacher knowledge and understanding of best practices.

**G1.B1.S2** Build teacher capacity through professional development on standards based instruction using the Rigor & Relevance Framework.

### Action Step 1

Provide professional development on standards based instruction using the Rigor & Relevance Framework for Classroom Instruction.

#### Person or Persons Responsible

School-based leadership team

#### Target Dates or Schedule

October-December

#### Evidence of Completion

Professional development agendas, teacher reflections, exit slips

#### Facilitator:

School-based leadership team

#### Participants:

All instructional staff

### Plan to Monitor Fidelity of Implementation of G1.B1.S2

Focused classroom observations and lesson plan checks

#### Person or Persons Responsible

School-based leadership team

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Observation feedback form and lesson plan checklist



### Plan to Monitor Effectiveness of G1.B1.S2

District benchmarks assessments, district mini-assessments, Florida Assessment In Reading (FAIR), math supplemental program (Acaletics)

**Person or Persons Responsible**

School-based leadership team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student achievement data

**G1.B1.S3** Peer collaboration and sharing of best practices during Professional Learning Communities (PLC) meetings and department meetings.

**Action Step 1**

PLC meetings and sharing of best practices

**Person or Persons Responsible**

School-based leadership team and teachers

**Target Dates or Schedule**

Monthly PLC and department meetings

**Evidence of Completion**

Agendas and meeting notes

### Plan to Monitor Fidelity of Implementation of G1.B1.S3

School-based leadership team will collaborate with teachers during PLC and department meetings.

**Person or Persons Responsible**

School-based leadership team and teachers

**Target Dates or Schedule**

Year-long

**Evidence of Completion**

Agendas, notes and exit slips

### Plan to Monitor Effectiveness of G1.B1.S3

Classroom observations

**Person or Persons Responsible**

School-based leadership team

**Target Dates or Schedule**

Year-long

**Evidence of Completion**

Informal and formal observations

**G1.B1.S4** School based leadership team will assist teachers with creating lessons that involves rigorous tasks, assessments and student centered classrooms.

**Action Step 1**

Create lessons that involves rigorous tasks, assessments and student centered classrooms

**Person or Persons Responsible**

School-based leadership team and teachers

**Target Dates or Schedule**

Year-long

**Evidence of Completion**

Common planning, lesson plan checklist and common assessments

### Plan to Monitor Fidelity of Implementation of G1.B1.S4

Classroom observations

**Person or Persons Responsible**

School based leadership team

**Target Dates or Schedule**

Year-long

**Evidence of Completion**

Informal and formal observations

## Plan to Monitor Effectiveness of G1.B1.S4

Conduct data chats

### Person or Persons Responsible

School-based leadership team

### Target Dates or Schedule

Year-long

### Evidence of Completion

Student achievement data

## G1.B2 Teacher understanding of how to apply the Rigor and Relevance Framework for Classroom Instruction

**G1.B2.S1** Build teacher capacity through professional development on standards based instruction using the Rigor & Relevance Framework.

### Action Step 1

Provide professional development on standards based instruction

### Person or Persons Responsible

School-based leadership team

### Target Dates or Schedule

October-Novemeber

### Evidence of Completion

Professional development agendas, teacher reflections, exit slips

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

Focused classroom observations and lesson plan checks

### Person or Persons Responsible

School-based leadership team

### Target Dates or Schedule

Weekly

### Evidence of Completion

Observation feedback form and lesson plan checklist

### Plan to Monitor Effectiveness of G1.B2.S1

District benchmark assessments, district mini-assessments, FAIR, math supplemental program (Acaletics)

#### Person or Persons Responsible

School-based leadership team

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Student achievement data

**G2.** By implementing Common Core State Standards and College and Career Readiness student achievement will increase overall in all content areas.

**G2.B1** Teachers knowledge of understanding and implementing Next Generation Sunshine State Standards (NGSSS) and Common Core State Standards

**G2.B1.S1** Build teacher capacity through professional development on Common Core State Standards

#### Action Step 1

Provide professional development on Common Core State Standards

#### Person or Persons Responsible

School-based leadership team

#### Target Dates or Schedule

November-December

#### Evidence of Completion

Professional development agendas, teacher reflections, exit slips

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

Focused classroom observations

**Person or Persons Responsible**

School-based leadership team

**Target Dates or Schedule**

Year-long

**Evidence of Completion**

Observation feedback form

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

District benchmark assessments, district mini assessments, common assessments,

**Person or Persons Responsible**

School-based leadership team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student achievement data

### G2.B2 Teachers implementing English Language Arts (ELA) strategies in all content areas

**G2.B2.S1** Build teacher capacity by providing professional development on how to embed ELA strategies for all content areas

**Action Step 1**

Provide professional development on how to embed ELA strategies for all content areas

**Person or Persons Responsible**

School-based leadership team

**Target Dates or Schedule**

October-December

**Evidence of Completion**

Professional development agendas, teacher reflections, exit slips

### **Plan to Monitor Fidelity of Implementation of G2.B2.S1**

Classroom observations and lesson plan checks

**Person or Persons Responsible**

School-based leadership team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Observation feedback form and lesson plan checklist

### **Plan to Monitor Effectiveness of G2.B2.S1**

District benchmark assessments, district mini-assessments, common assessments

**Person or Persons Responsible**

School-based leadership team

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student achievement data

## Coordination and Integration

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

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

Funding will be used for tutoring to assist students with deficient skills. We will allow them to get extra time before school and on Saturdays. We will also have tutors to go in for pull-out and push-in to assist with smaller group instruction.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

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

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

**G1.** Incorporating rigor in all content areas will increase overall student achievement.

**G1.B1** Teacher knowledge and understanding of best practices.

**G1.B1.S2** Build teacher capacity through professional development on standards based instruction using the Rigor & Relevance Framework.

### PD Opportunity 1

Provide professional development on standards based instruction using the Rigor & Relevance Framework for Classroom Instruction.

#### Facilitator

School-based leadership team

#### Participants

All instructional staff

#### Target Dates or Schedule

October-December

#### Evidence of Completion

Professional development agendas, teacher reflections, exit slips



## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	Incorporating rigor in all content areas will increase overall student achievement.	\$2
	Total	\$2

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
Grant from LTC and Title I S87	\$2	\$2
Total	\$2	\$2

### Budget Details

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

**G1.** Incorporating rigor in all content areas will increase overall student achievement.

**G1.B1** Teacher knowledge and understanding of best practices.

**G1.B1.S3** Peer collaboration and sharing of best practices during Professional Learning Communities (PLC) meetings and department meetings.

#### Action Step 1

PLC meetings and sharing of best practices

#### Resource Type

Evidence-Based Program

#### Resource

School staff will provide ongoing training by working with the district along resources from IMS, performance matters and Marazano.

#### Funding Source

Grant from LTC and Title I S87

#### Amount Needed

\$2