Memorial Middle

2019-20 Schoolwide Improvement Plan

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Memorial Middle

2220 W 29TH ST, Orlando, FL 32805

https://memorialms.ocps.net/

Demographics

Principal: Eddie Foster

Start Date for this Principal: 7/9/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (49%) 2017-18: C (46%) 2016-17: D (32%) 2015-16: D (36%) 2014-15: D (34%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	96%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	D

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To be the top producer of successful students in the nation

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Baker-Drayton, Tamara	Principal	
McMurtry, Leanda	Assistant Principal	
Brennan, Cindy	Assistant Principal	
Martin, Tami	Instructional Coach	
Amoda, Pamela	Instructional Coach	
Brazley, Gary	Dean	
Thate, Chenia	Dean	
Mitchell, Eddie	Dean	
Cotton, Terri	Other	
Shirk, christine	Other	
Panzella, Adam	Instructional Coach	Math Intervention - Support the Intensive Math teachers and increase learning gains for the lowest 25% in math.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	288	301	287	0	0	0	0	876
Attendance below 90 percent	0	0	0	0	0	0	35	61	56	0	0	0	0	152
One or more suspensions	0	0	0	0	0	0	75	85	65	0	0	0	0	225
Course failure in ELA or Math	0	0	0	0	0	0	15	32	66	0	0	0	0	113
Level 1 on statewide assessment	0	0	0	0	0	0	121	169	135	0	0	0	0	425

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	64	92	91	0	0	0	0	247

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	9	7	6	0	0	0	0	22

FTE units allocated to school (total number of teacher units)
52

Date this data was collected or last updated
Tuesday 7/9/2019

Prior Year - As Reported

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	32	58	40	0	0	0	0	130
One or more suspensions	0	0	0	0	0	0	80	70	40	0	0	0	0	190
Course failure in ELA or Math	0	0	0	0	0	0	19	46	13	0	0	0	0	78
Level 1 on statewide assessment	0	0	0	0	0	0	172	170	99	0	0	0	0	441

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	73	88	49	0	0	0	0	210

Prior Year - Updated

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	32	58	40	0	0	0	0	130
One or more suspensions	0	0	0	0	0	0	80	70	40	0	0	0	0	190
Course failure in ELA or Math	0	0	0	0	0	0	19	46	13	0	0	0	0	78
Level 1 on statewide assessment	0	0	0	0	0	0	172	170	99	0	0	0	0	441

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	73	88	49	0	0	0	0	210

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	35%	52%	54%	25%	52%	52%
ELA Learning Gains	46%	52%	54%	35%	53%	54%
ELA Lowest 25th Percentile	44%	45%	47%	31%	42%	44%
Math Achievement	36%	55%	58%	25%	53%	56%
Math Learning Gains	49%	55%	57%	37%	55%	57%
Math Lowest 25th Percentile	48%	50%	51%	41%	48%	50%
Science Achievement	32%	51%	51%	16%	49%	50%
Social Studies Achievement	65%	67%	72%	30%	67%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	288 (0)	301 (0)	287 (0)	876 (0)
Attendance below 90 percent	35 (32)	61 (58)	56 (40)	152 (130)
One or more suspensions	75 (80)	85 (70)	65 (40)	225 (190)
Course failure in ELA or Math	15 (19)	32 (46)	66 (13)	113 (78)
Level 1 on statewide assessment	121 (172)	169 (170)	135 (99)	425 (441)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	38%	52%	-14%	54%	-16%
	2018	23%	48%	-25%	52%	-29%
Same Grade Comparison		15%				
Cohort Comparison						
07	2019	25%	48%	-23%	52%	-27%
	2018	30%	48%	-18%	51%	-21%
Same Grade Comparison		-5%				
Cohort Comparison		2%				
08	2019	32%	54%	-22%	56%	-24%
	2018	34%	55%	-21%	58%	-24%
Same Grade Comparison		-2%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	30%	43%	-13%	55%	-25%
	2018	23%	35%	-12%	52%	-29%
Same Grade Comparison		7%				
Cohort Comparison						
07	2019	18%	49%	-31%	54%	-36%
	2018	16%	51%	-35%	54%	-38%
Same Grade Comparison		2%				
Cohort Comparison		-5%				
08	2019	24%	36%	-12%	46%	-22%
	2018	39%	32%	7%	45%	-6%
Same Grade Comparison		-15%				
Cohort Comparison		8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	26%	49%	-23%	48%	-22%
	2018	31%	49%	-18%	50%	-19%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	64%	66%	-2%	71%	-7%
2018	48%	66%	-18%	71%	-23%
Compare		16%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	86%	63%	23%	61%	25%
2018	61%	61%	0%	62%	-1%
Compare		25%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	53%	47%	57%	43%
2018	77%	65%	12%	56%	21%
Compare		23%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	24	39	34	18	38	35	26	31			
ELL	28	45	48	29	48	52	31	55	83		
BLK	33	44	43	34	48	46	29	64	81		
HSP	36	49	42	38	50	53	35	65	83		
WHT	57	44		52	46						
FRL	34	46	46	36	49	50	34	63	83		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	45	42	20	51	48	37	25			
ELL	18	45	42	19	41	48	20	42	50		
BLK	30	51	57	31	45	48	35	47	56		
HSP	35	51	40	38	49	59	43	56	62		
WHT	36	46		43	69						
FRL	31	50	53	35	47	49	38	49	66		

| | **2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS** |
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	2	19	16	2	27	40		14			
ELL	14	30	25	17	36	36	4	19	54		
BLK	21	31	32	24	37	38	14	29	48		
HSP	33	46	26	27	37	50	18	28	38		
FRL	22	31	29	24	37	42	16	26	49		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	41
Total Points Earned for the Federal Index	478
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	50
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The component with the lowest performance was ELA Lowest 25% Learning Gains which went from a 53% in 2018 down to a 44% in 2019. Memorial overall improved in ELA with the exception of the Lowest 25%. Teacher's instructional capacity to deconstruct the standards into digestible bites for our lower students was the main contributing factor. Teachers were unable to differentiate and scaffold low enough to help the struggling students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science showed the greatest decline from a 38% in 2018 down to a 32% in 2019. Several factors contributed to this 6 percentage point decline. Memorial continues to support the Science teachers in building their content capacity in efforts to increase student achievement.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math Achievement showed a 22% gap from the state average. Memorial had 36% Math proficiency and the state average was 58%. Although the Math Achievement increased by 2%, the teachers struggled with scaffolding and teaching to the rigor of the math standards. Memorial continues to support the Mathematics teachers in building their content capacity in efforts to increase student achievement.

Which data component showed the most improvement? What new actions did your school take in this area?

Middle School Acceleration increased by 24%, Memorial had 58% in 2018 and 82% in 2019. Memorial provided a support class to all students taking Algebra 1 Honors and Geometry honors. The support class provided more time for students to practice the prerequisite skills and receive a deeper understanding of the standards. In addition to the Algebra and Geometry support, Memorial had 9 students pass the Microsoft Certification exams.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

The most important area for concern is the number of students scoring a level 1 on the FSA either in Math or Reading. Approximately half of Memorial's students score a level 1 on either the FSA Math or Reading. Memorial will increase the number of students taking Intensive Reading and Intensive Math, provide weekly tutoring in both Reading and Math, as well as provide Saturday School monthly for Reading, Math, Civics and Science. Another area of concern is the number of suspensions which totaled 225. Memorial plans to expand the Positive Behavior Support program to include more consistent incentives and increase the number of students receiving mentoring and emotional support. Memorial also plans to increase the number of Restorative Justice circles/sessions in hopes of decreasing student conflicts which result in suspensions.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase Math proficiency
2. Increase ELA proficiency

3. Increase in Science proficiency
4. Increase Learning Gains in both Reading and Math
5. Sustain or Increase Civics, Algebra 1, and Geometry proficiency

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Memorial will decrease the achievement gap among minority students and increase achievement in all subgroups by implementing differentiated instruction to meet the needs of all students.
Rationale	Memorial will provide more opportunities for minority students to take advanced and/or accelerated classes. In addition, Memorial will provide interventions to help students be successful academically; such as Intensive Reading and Math classes for below proficiency students, tutoring after school, and Saturday tutoring. Administration will also work with teachers on increasing engagement, ensuring lessons meet the rigor of the standard, and providing support with classroom management. Memorial has also instituted a Positive Behavior System (PBS) to provide incentives and encourage students to behave and follow the "Soldier Manners".
State the measurable outcome the school plans to achieve	Memorial's intended outcome is student proficiency in both English Language Arts (ELA) and Mathematics to increase to 40%. Through cultural responsiveness and standards based instruction, Memorial will increase achievement for minority students.
Person responsible for monitoring outcome	Tamara Baker-Drayton (tamara.bakerdrayton@ocps.net)
Evidence-based Strategy	Analyze the achievement gap data by subgroups and create a list of students to monitor and provide interventions. In addition, identify students with potential for accelerated classes. Provide both academic and behavioral support, academic interventions, and opportunities for advanced course work.
Rationale for Evidence-based Strategy	By targeting and monitoring the specific students within a subgroup, Memorial will provide individual support and make immediate required adjustments.
Action Step	
Description	1. Collaborate with teachers and analyze state assessment data 2. Identify areas of weakness based on current data 3. Create an action plan based on data and areas of weakness 4. Implement the action plan 5. Monitor, review, and adjust the action plan based on current assessment data
Person Responsible	Tamara Baker-Drayton (tamara.bakerdrayton@ocps.net)

#2	
Title	Memorial will increase student achievement by improving teacher instructional capacity with a deeper understanding of the Florida Standards and their implementation of effective pedagogical practices.
Rationale	Teachers need support in building content knowledge of the Florida Standards in order to teach to the rigor of each standard. For example, teachers need assistance breaking down the standards into digestible bites and scaffolding up to the rigor of the standard.
State the measurable outcome the school plans to achieve	Teachers understanding of standards-based instruction will improve which will result in an increase in student achievement. Memorial's intended outcome is student proficiency in both English Language Arts (ELA) and Mathematics to increase to 40%.
Person responsible for monitoring outcome	Tamara Baker-Drayton (tamara.bakerdrayton@ocps.net)
Evidence-based Strategy	With support from coaches and administration, teachers will be able to improve their implementation of rigorous standards-based instruction. Conduct professional developments on rigor and relevance which will include Close Reading strategies, Webb's Depth of Knowledge, Florida State Standards, and Marzano instructional strategies. School-based coaches will model instructional delivery during common planning and in classrooms.
Rationale for Evidence-based Strategy	By determining and monitoring the specific needs of teachers, Memorial will provide individual support, as well as professional development to increase instructional capacity. This strategy was chosen to increase each teacher's pedagogical skills.

Action Step	
Description	1. Conduct classroom observations to collect teacher data 2. Identify teacher/instructional strengths and weaknesses 3. Place teachers in the coaching cycle based on their specific needs 4. Provide actionable feedback 5. Provide professional development based on teacher needs
Person Responsible	Tamara Baker Drayton (49428@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

A goal for the 2019-20 school year is to increase parental and community involvement. All faculty and staff will make a concerted effort to encourage all children and parents to participate in one or more school events during the academic year. Parents will be recruited to become ADDition volunteers, Parent Teacher Association (PTA) members and School Advisory Council (SAC) members during Meet the Teacher, Open House, and family nights. Parents will be informed about upcoming events via newsletters, parent meetings and conferences, school website, Facebook and Connect-Orange phone, text and email messages. Parents will be encouraged to frequently access their child's grades through Skyward. Informed and involved parents are vital to the school community and success.

The School Advisory Council (SAC) is the school committee responsible for developing, implementing, and evaluating school plans including the School Improvement Plan (SIP) and the Parental and Family Engagement Policy (PFEP). The committee is composed of parents, teachers, faculty, and community members with diverse backgrounds. Parents will be included in the development and implementation of Memorial's Title I plan by attending monthly SAC meetings, parent conferences and responding to the school's needs assessment surveys. Additionally, parents will be given the opportunity to review the plans and offer their suggestions and revisions prior to approval. During SAC meetings, when the SIP and/or PFEP are developed, the committee will seek input from parents and the community on how the parental involvement funds will be used. Last, Memorial will provide on-going parental involvement through extracurricular student events and parent nights, such as Meet the Teacher and Open House. Memorial has also expanded the Partner in Education program to collaborate with community businesses in an effort to both support the business, as well as students and teachers.

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

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

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

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

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

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.

According to the 2018-2019 FSA data, 35% of students were proficient in reading and 36% were proficient in mathematics. Consequently, Memorial students attended a one week camp prior to the first day of school to jump start student learning where they received intense core instruction in Reading and Math. In addition, all students have the opportunity to attend tutoring twice a week and on select Saturdays. This allows more targeted and data-driven instruction to occur within each core content area.

During the 2019-20 school year, Memorial will continue to incorporate the International Bachelorette (IB) program school-wide. Also, all students above grade level will be placed in accelerated classes including Algebra I, Geometry, Earth Space Science Honors, Physical Science Honors, and advanced IB core academic classes.

Aimed to close the proficiency gap in reading, students will receive direct instruction during intensive reading classrooms utilizing research-based programs: i-Ready, Corrective Reading (SRA), Read to Achieve, Common Literature and NEWSELA. Memorial will use i-Ready and Acaletics for math intervention. In all core and intensive classes, students are provided academic notebooks to identify critical content aligned to the standard and increase academic proficiency. Memorial will use i-Ready in both intensive reading and math classrooms which provides a computer-based intervention program and materials that are targeted to the individual needs of the students and aligned to the standards. Memorial has also partnered with City Year of Orlando Americorp members in the core academic and intervention classrooms to promote student learning in small groups. Through the use of Title 1 funds and the Turnaround School Supplemental Services Application (TSSSA) grant, Memorial will continue to offer tutoring twice a week, as well as on select Saturdays for increased content instruction. In addition, these funds will assist with additional instructional staff, academic resources, and professional development for all teachers.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

College readiness strategies and methodologies are being embedded daily in every classroom to reinforce study skills, organizational skills, parental involvement, and post-secondary awareness. Memorial is an International Baccalaureate (IB) magnet school. The school also offers High School credit classes to all 7th and 8th grade proficient students which includes: Algebra 1, Geometry, Earth Space Science Honors, Physical Science Honors, Spanish 1, Spanish 2 and Introduction to Technology. In

addition, Memorial offers all students the opportunity to take a Career and Technical Education (CTE) class with hopes of receiving industry certification. The IB students are offered several educational field trips to visit local colleges and Universities which provides an overview of the requirements for acceptance.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Memorial will decrease the achievement gap among minority students and increase achievement in all subgroups by implementing differentiated instruction to meet the needs of all students.	$0.00
2	III.A.	Areas of Focus: Memorial will increase student achievement by improving teacher instructional capacity with a deeper understanding of the Florida Standards and their implementation of effective pedagogical practices.	$0.00
		Total:	**$0.00**