Orange County Public Schools

Maitland Middle

2021-22 Schoolwide Improvement Plan

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Maitland Middle

701 N THISTLE LN, Maitland, FL 32751

https://maitlandms.ocps.net/

Demographics

Principal: Aski Melik Brown

Start Date for this Principal: 7/1/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2020-21 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* Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (65%) 2017-18: B (61%) 2016-17: B (61%)
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	

* 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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Maitland Middle

701 N THISTLE LN, Maitland, FL 32751

https://maitlandms.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	38%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	B

School Board Approval

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SIP Authority

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success.

Provide the school's vision statement.

To ensure every student has a promising a successful future.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Brown, AskiMelik	Principal	Oversees all aspects of the school and communicates with all stakeholders to ensure shared decision making. Oversees Assistant Principals, Resource Teachers, Classified Staff, ESE Department, and Math Department.
Higgs, Crystal	Assistant Principal	Assistant Principal of instruction. Oversees campus student services including school counselors and SAFE, , Language Arts Department, Fine Arts Teacher, and Social Studied Department. Responsible for FTE, scheduling, credit recovery, and ensuring appropriate course offerings.
Soli, Thomas	Assistant Principal	Oversees school discipline, safety and operations, facilities, 1:1 initiatives. Oversees Science, Business Ed.,es, and Physical Ed. Departments.
Singer, Randon	School Counselor	Provides counseling services and creates student schedules. Monitors student attendance, grades, credit recovery, and student assessment data. Coordinates with MTSS team members to monitor MTSS referrals to ensure proper placement. Develops 504 plans and facilitates parent conferences and 504 meetings with teachers, students, and parents.
Rauls, Cherrie	Teacher, K-12	Student Support - SAFE Coordinator - Responsible for coordinating counseling services for students, working with students in crisis, and coordinating services of support for students and families. Coordinates with administration in leading the threat assessment team, and supports PASS classroom in the implementation of restorative practices.
Himschoot, Brian	Dean	Administrative and discipline dean that oversees referral and discipline infraction process. Monitors discipline data by subgroups and frequency. Coordinates with administration in operations, facilities, and school safety procedures. Serves as a member of the threat assessment team and supports the PASS classroom as needed. Coordinates with administration in developing and monitoring the effectiveness of mentoring programs.
Orseno, Amy	Instructional Coach	Oversees new teachers and induction initiatives. Develops and facilitates professional development and provides support for deliberate practice plans. Assists teachers in the development of common formative assessments. Serves as a member of the MTSS team and provides instructional coaching to for math and science courses.
Delaney, Kelly	Instructional Media	Media Specialist - Responsible for integration of digital resources. Provides professional development for the implementation of digital tools and resources. Serves as textbook manager, collection curator, destiny and Archibus manager, five-star school coordinator and additions volunteer coordinator.

Name	Position Title	Job Duties and Responsibilities
John, Tricia	Staffing Specialist	Staffing Specialist - Oversees the ESE department, support facilitation model, gifted services model and learning strategy courses. Monitors the progress of ESE students. Monitors students in the top 30 percent and those assigned to high school courses. Coordinates with the MTSS coordinator to monitor referrals and the achievement gap.
simasek, kendra	Teacher, K-12	Serves as the ESOL Compliance Specialist, monitors ELL students, supports school-wide testing, and character lab.
Hooks, Erica	Reading Coach	Reading Coach - monitors the identification of students in the bottom 30 percent in reading schoolwide. Works with the testing coordinator to provide professional development and supports teachers and administrators in their deliberate practice. Leads the reading department and monitors student data and implementation of a research-based intervention.

Demographic Information

Principal start date

Thursday 7/1/2021, Aski Melik Brown

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

49

Total number of students enrolled at the school

765

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	259	232	258	0	0	0	0	749
Attendance below 90 percent	0	0	0	0	0	0	48	48	26	0	0	0	0	122
One or more suspensions	0	0	0	0	0	0	28	21	44	0	0	0	0	93
Course failure in ELA	0	0	0	0	0	0	14	15	37	0	0	0	0	66
Course failure in Math	0	0	0	0	0	0	14	19	37	0	0	0	0	70
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	20	19	48	0	0	0	0	87
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	32	19	48	0	0	0	0	99
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	43	34	37	0	0	0	0	114

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 7/21/2021

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	256	264	258	0	0	0	0	778
Attendance below 90 percent	0	0	0	0	0	0	19	22	19	0	0	0	0	60
One or more suspensions	0	0	0	0	0	0	1	35	39	0	0	0	0	75
Course failure in ELA	0	0	0	0	0	0	16	24	60	0	0	0	0	100
Course failure in Math	0	0	0	0	0	0	20	35	39	0	0	0	0	94
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	22	30	41	0	0	0	0	93
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	33	29	46	0	0	0	0	108

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	27	50	63	0	0	0	0	140

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	256	264	258	0	0	0	0	778
Attendance below 90 percent	0	0	0	0	0	0	19	22	19	0	0	0	0	60
One or more suspensions	0	0	0	0	0	0	1	35	39	0	0	0	0	75
Course failure in ELA	0	0	0	0	0	0	16	24	60	0	0	0	0	100
Course failure in Math	0	0	0	0	0	0	20	35	39	0	0	0	0	94
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	22	30	41	0	0	0	0	93
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	33	29	46	0	0	0	0	108

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	27	50	63	0	0	0	0	140

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	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				66%	52%	54%	63%	52%	53%
ELA Learning Gains				57%	52%	54%	55%	50%	54%
ELA Lowest 25th Percentile				47%	45%	47%	42%	42%	47%
Math Achievement				66%	55%	58%	64%	53%	58%
Math Learning Gains				63%	55%	57%	57%	51%	57%
Math Lowest 25th Percentile				49%	50%	51%	42%	44%	51%
Science Achievement				67%	51%	51%	58%	51%	52%
Social Studies Achievement				80%	67%	72%	81%	68%	72%

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	62%	52%	10%	54%	8%
Cohort Comparison						
07	2021					
	2019	58%	48%	10%	52%	6%
Cohort Comparison		-62%				
08	2021					
	2019	70%	54%	16%	56%	14%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	48%	43%	5%	55%	-7%
Cohort Comparison						
07	2021					
	2019	59%	49%	10%	54%	5%
Cohort Comparison		-48%				
08	2021					
	2019	49%	36%	13%	46%	3%
Cohort Comparison		-59%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	66%	49%	17%	48%	18%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	78%	66%	12%	71%	7%

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	93%	63%	30%	61%	32%

GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	100%	53%	47%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

District progress monitoring tools to include: iReady and PMA assessments.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	226	235	238
	Economically Disadvantaged	16/18%	13/14%	18/19%
	Students With Disabilities	2/8%	1/4%	1/5%
	English Language Learners	5/25%	2/10%	5/22%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	223	233	
	Economically Disadvantaged	9/10%	10/11%	20/20%
	Students With Disabilities	0/0%	0/0%	1/5%
	English Language Learners	3/15%	5/25%	7/32%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	215	219	233
	Economically Disadvantaged	15/18%	17/19%	15/15%
	Students With Disabilities	2/10%	3/12%	2/8%
	English Language Learners	2/12%	2/12%	2/13%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	147	158	158
	Economically Disadvantaged	1/2%	1/1%	2/2%
	Students With Disabilities	0/0%	0/0%	1/4%
	English Language Learners	0/0%	0/0%	0/0%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	243	248	238
	Economically Disadvantaged	49/51%	63/61%	64/65%
	Students With Disabilities	11/46%	12/50%	12/52%
	English Language Learners	11/58%	11/55%	8/44%

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	198	209	218
	Economically Disadvantaged	11/14%	4/17%	19/21%
	Students With Disabilities	0/0%	1/7%	0/0%
	English Language Learners	1/7%	1/7%	1/7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	74	91	91
	Economically Disadvantaged	0/0%	0/0%	0/0%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	0/0%	0/0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	233	237	233
	Economically Disadvantaged	26/26%	25/26%	35/35%
	Students With Disabilities	0/0%	4/24%	1/6%
	English Language Learners	3/20%	2/13%	7/47%

Subgroup Data Review

2021 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 2019-20**	**C & C Accel 2019-20**
SWD	13	31	27	16	24	22	14	47			
ELL	41	61	57	39	36	19	36	53			
ASN	85	65		92	50				91		
BLK	26	29	21	21	28	25	31	46	61		
HSP	54	50	40	48	36	26	45	67	83		
MUL	74	61		68	35						
WHT	76	62	52	80	51	56	72	92	90		
FRL	40	41	31	37	32	27	36	59	74		

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	25	37	28	24	32	24	13	55			
ELL	40	55	50	45	54	44	31	57	82		

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
ASN	65	67		85	72		82	92	87		
BLK	33	44	43	31	39	32	36	54	71		
HSP	54	55	48	53	55	43	52	63	90		
MUL	70	45		84	68		58		100		
WHT	82	62	52	83	74	75	83	94	94		
FRL	44	49	45	45	49	41	47	62	84		

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	17	30	26	22	32	24	15	22			
ELL	41	43	39	43	45	43	40	70			
ASN	78	59		86	71				86		
BLK	32	43	43	30	42	35	24	61	66		
HSP	48	44	39	51	48	34	42	69	81		
MUL	62	42		67	59			82	73		
WHT	81	65	49	81	65	60	74	92	85		
FRL	43	46	41	41	45	38	36	67	67		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	17
Total Points Earned for the Federal Index	530
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	77
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	46
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	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	70
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	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Trends across subgroups indicate that students with disabilities (SWD), English language learners, (ELL), and Black learners are demonstrating an upward trajectory as it relates to achievement.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Despite trend data indicating an upward trajectory, the greatest need for improvement is within the subgroup of students with disabilities as proficiency percentages continue to lag behind other subgroups and are the lowest in ELA, Math, Science, and Civics. Additionally, 6th-grade math achievement lags behind state proficiency by 7%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Contributing factors to these needs for improvement are teacher capacity, learning model differentiation, and limited access to most current data during student placement determinations.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data components highlighting the most improved are within science. Science (2018) proficiency percentages were 58% and increased to 67% (2019).

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors for the improvement were targeted small group pull-outs to remediate and address PMA data for specific students.

What strategies will need to be implemented in order to accelerate learning?

Tiered interventions (i.e. small group instruction, pull-outs, push-ins) will be needed to accelerate learning and student placement will need to be reviewed to ensure each student has an opportunity to receive an accelerated learning opportunity.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be anchored in tier 1 instructional strategies (Cooperative structures, technology tools such as nearpod and microsoft teams) that yield an increase in student engagement

in instruction. Teachers will also receive professional development that will be tiered to their learning needs as evidenced by observations and feedback provided from classroom walkthroughs.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The tiered interventions implemented this school year will be monitored and evaluated throughout the 2021 - 2022 academic school year by our classroom walk throughs, data discussions with PLCs to determine the effectiveness of strategies and necessary shifts to professional development and tier 1 instructional needs.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Utilize high yield strategies: interactive notebooks, academic discourse, higher-order questioning, and cooperative learning structures. A significant body of research links high yield strategies to significant gains in student achievement and finds high yield learning strategies to positively impact student achievement.
Measurable Outcome:	Through this area of focus, students will be able to consistently utilize specific high yield strategies on a daily basis, and as a result, we anticipate ELA proficiency to improve by 3%, moving from 63% to 66%; Math proficiency to improve by 3%, moving from 63% to 66%; science proficiency to improve by 9%, moving from 58% to 57%; and civics proficiency to improve by 2%, moving from 78%to 80% - as measured by Spring 2021 FSA and EOC exams. We also factored in the Beginning of the Year iReady Diagnostic were 43% of the school is on grade level reading, and 30% of students in our math courses, with the exception of Alg 1 and Geometry on on grade level. We are addressing our Learning Gains as well. ELA: 4% increase from 53% to 57%, ELA Lowest Quartile 11% increase from 36% to 47%, Math Learning Gains 20% increase from 43% to 63, and Math Lowest Quartile 16% increase from 33% to 49%.
Monitoring:	Core instruction monitoring through classroom walk through system, the data tracking in tested areas, progress monitoring schedule, and development of tiered intervention monitoring system.
Person responsible for monitoring outcome:	AskiMelik Brown (askimelik.brown@ocps.net)
Evidence-based Strategy:	The use of high yield learning strategies across content areas, which utilize standards-aligned tasks, academic conversations, and text-dependent questions in an effort to help students adequately process the critical content.
Rationale for Evidence-based Strategy:	Utilize high yield strategies: interactive notebooks, academic discourse, higher-order questioning, and cooperative learning structures. A significant body of research links high yield strategies to significant gains in student achievement and finds high yield learning strategies to positively impact student achievement.

Action Steps to Implement

1) Identify model classrooms
2) Develop a system to open up classroom practice utilizing high yield learning strategies
3) Based on county-provided training, provide teachers with monthly updates in order to improve practice, which may include training on how to integrate strategies across content areas, planning, and structuring learning tasks.
4) Utilize classroom walkthrough system in order to identify professional development needs and establish coaching cycles.

Person Responsible	Erica Hooks (erica.hooks@ocps.net)

5). Identify a school-based teacher leadership team that will champion high yield learning strategies.
6). Review successes and areas for growth from the previous school year
7) Utilize classroom walkthrough system in order to identify areas of success and continued areas of growth, and provide actionable feedback to teachers.

Person Responsible	Crystal Higgs (crystal.higgs@ocps.net)

#2. Instructional Practice specifically relating to Standards-aligned Instruction	
Area of Focus Description and Rationale:	Improve tier 1 instructional strategies and accelerate student performance as it relates to standards-aligned instruction- ELA, Math, Science, Civics Proficiency
Measurable Outcome:	Focusing on improving tier 1 instructional strategies and the acceleration of student performance increases teacher capacity in delivering standards-aligned lessons and we anticipate student achievement and engagement to increase. Additionally, we anticipate ELA proficiency to improve by 3%, moving from 66% to 69%; Math proficiency to improve by 3%, moving from 66% to 69%; science proficiency to improve by 3%, moving from 67% to 70%; and civics proficiency to improve by 3%, moving from 80% to 83% - as measured by FSA and EOC exams.
Monitoring:	Core instruction monitoring through classroom walkthrough system and PLC deliverables, the establishment of data tracking tool, progress monitoring schedule, and development of tiered intervention monitoring system.
Person responsible for monitoring outcome:	Crystal Higgs (crystal.higgs@ocps.net)
Evidence-based Strategy:	A system of continuous feedback for classroom teachers will be used to provide timely and actionable feedback based on observations of instructional practices and student tasks.
Rationale for Evidence-based Strategy:	Creating a system of continuous feedback for classroom teachers provides timely actionable feedback to address tier 1 instructional strategies that are not standards-aligned. This classroom walkthrough system would require instructional coaches and administrators to observe in every content classroom, every day, and provide actionable feedback based on observation or instructional practices and student tasks as it relates to standards-aligned instruction.

Action Steps to Implement

1). Develop PD calendar during the summer
2). Identify teacher leaders who can assist in the monitoring of systems and deliver PD PD, which may include formative assessment creation, blended classroom strategies, and engagement strategies.
3). Provide ongoing, professional development based on classroom walkthrough data and teacher feedback.

Person Responsible	Amy Orseno (amy.orseno@ocps.net)

4). Restructure Instructional Leadership Team who will monitor instructional systems, conduct classroom sweeps, provide feedback
5). Develop meeting schedule - admin team meets every Friday and instructional leadership team meets twice a month on Wednesday. Purpose is to review structures, monitor student achievement via formative assessments, and to plan shifts in instruction and operations. Additionally, these meetings allow coaches and administrators to discuss sweep observations, teacher needs, and coaching opportunities, as well as calibrate feedback
6). Create a daily sweep schedule to observe classroom instruction and monitor that the schedule is being followed on a daily/weekly basis and weekly actionable feedback

Person Responsible	AskiMelik Brown (askimelik.brown@ocps.net)

#3. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	MMS will establish a culture for social and emotional learning (SEL) at our school with adults and students through building community (Hawk Haven House), celebrating our staff/faculty and students, and embedding SEL strategies throughout instruction. By building a culture for SEL at our school with adults and students, we hope to see an increase in student engagement, citizenship and academic achievement. Additionally, we hope to see an increase in our character lab survey results from Fall 2021 to Winter 2022, specifically in the categories of: students feel like they fit in; students who feel there is an adult who always wants them to do their best; students who feel there is an adult who they can go to for support or advice. These are the opportunities for growth that student survey results revealed. There was a decrease from Fall 2020 to Winter 2021. Furthermore, by ensuring that our school has a culture for SEL, we will address the following school needs overall: discipline referrals, stakeholder perception of the school, school attendance, and observed student interactions.
Measurable Outcome:	By building a culture for social and emotional learning at our school with adults and students, we hope to see a reduction in discipline referrals. Additionally, we hope to see an increase in our character lab survey results from Fall 2021 to Winter 2022, specifically in the categories of: -students feel like they fit in -students who feel there is an adult who always wants them to do their best -students who feel there is an adult who they can go to for support or advice as student survey results revealed a decrease from Fall 2020 to Winter 2021.
Monitoring:	Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.
Person responsible for monitoring outcome:	kendra simasek (kendra.simasek@ocps.net)
Evidence-based Strategy:	Use distributive leadership and SEL to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data.
Rationale for Evidence-based Strategy:	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model, our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

1) Understand how SEL is connected to instructional strategies
2) Establish a common language to support a culture of social and emotional learning at your

school with adults and students
3) Use a process to examine the current school climate and culture

Person Responsible	kendra simasek (kendra.simasek@ocps.net)

4) Use a process to examine the current school climate and culture
5) Determine relevant strategies to strengthen team dynamics and collaboration across the school
6) Understand the connections between social and emotional learning and instructional strategies

Person Responsible	Thomas Soli (thomas.soli@ocps.net)

7) Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture
8) Use cycles of professional learning that integrate academics and social and emotional learning
9) Monitor, measure, and modify cycles of professional learning that support data-based instructional decisions that enhance school improvement efforts

Person Responsible	Cherrie Rauls (cherrie.rauls@ocps.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When compared to all middle/junior high schools within the state of Florida, Maitland Middle school falls within the very high category as it relates to reported discipline incidents. Maitland Middle school ranked 495 out of 553 middle schools statewide with an incident referral rate of 8.7 incidents per 100 students. The primary area of concern is the number of discipline referrals and the secondary area of concern is the disproportionality of referrals as it relates to certain subgroups. The culture and environment area of focus will monitor cultural responsiveness campus-wide and the frequency and reduction of discipline referrals.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Maitland Middle School strives to build a positive school culture for all stakeholders. This is achieved by constantly reviewing the available data, which includes survey results, referral data, and school observations. Maitland has implemented a number of social-emotional learning programs over the last few years including the Challenge Day program, Week of Tolerance, and partnership with Advent Health to implement the Leadership Development program through PE classes. During the 2021 - 2022 academic year, each student, faculty, and staff member will be a part of our new initiative Hawk Haven, a house system. Each house system will serve as an SEL group and there will be quarterly SEL check-ins and SEL lessons. Teachers will receive professional development on SEL learning tasks and methods of integration and content anchored in SEL strategies for house meetings.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Parent, student, and teacher feedback is collected and analyzed in order to identify trends and make shifts in daily practice. This is accomplished via SAC and PTA meetings as well as school improvement surveys. At times, special focus groups are called to discuss specific concerns that have taken place on campus or impacted certain student groups. Finally, Maitland partners with the Winter Park Health Foundation to help support social, emotional, and physical health in our stakeholders.

Part V: Budget

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

1	**III.A.**	**Areas of Focus: ESSA Subgroup: Students with Disabilities**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3610	140-Substitute Teachers	0731 - Maitland Middle	General Fund		$2,000.00
			Notes: Provide substitute teachers so teachers can observe other classrooms or attend professional development.			
2	**III.A.**	**Areas of Focus: Instructional Practice: Standards-aligned Instruction**				**$2,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3610	140-Substitute Teachers	0731 - Maitland Middle	General Fund	766.0	$2,000.00
			Notes: Provide substitute teachers so teachers can observe other classrooms or attend professional development.			
3	**III.A.**	**Areas of Focus: Culture & Environment: Social Emotional Learning**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0731 - Maitland Middle			$0.00
					Total:	**$4,000.00**