

Ocoee Middle

8-Step problem solving step zero school students strategic goals college and career needs assessment resources effective leadership strategies ambitious supportive environment improvement increased achievement instructional teaching family and community involvement public and mission vision



2014-15 School Improvement Plan

Ocoee Middle

300 S BLUFORD AVE, Ocoee, FL 34761

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Middle	No	68%
Alternative/ESE Center	Charter School	Minority
No	No	62%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	B	B

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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

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 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

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

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

Ocoee Middle School communicates school-wide procedures through CHAMPS and these expectations are video taped and available for teachers to use throughout the year on Safari Montage. School-wide CHAMPS expectations are available for Evacuation Drills, Grade Level Offices, Stairs and Hallways, Cafeteria, Common Areas, and the Patio.

Before, during, and after school, there is ample supervision in all common areas. There are adults placed throughout the school. Staff members are encouraged to interact with the students and be proactive about any issues that may arise.

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

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

OMS has implemented the PURE Cardinal recognition program which stands for Positive Universal Response Environment. Any school personnel can recognize or "swoop" a student for any positive action they see the student doing. Students are then recognized with a positive phone call home and a token of recognition such as a bracelet or shirt. The more the students are "swooped," the better the recognition.

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

Ocoee Middle School has a guidance counselor at each grade level and also a SAFE coordinator at the school. The counselors and the SAFE coordinator are highly visible around campus and are easily accessible by the students, parents, and teachers. Students can be referred to either the SAFE coordinator or any of the guidance counselors by teachers, parents, and students themselves. If the school-based resources are not sufficient for some students, outside agencies are often called.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Students with attendance rates below 90% are as follows: Grade 6-38; Grade 7-55; Grade 8-52

Students with one or more suspensions are as follows: Grade 6-38; Grade 7-28; Grade 8-58

Students with a course failure in ELA or Math are as follows: Grade 7-2; Grade 8-1

Students who scored a Level 1 on statewide assessments are as follows: Grade 6-89; Grade 7-92; Grade 8-89

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	38	55	52	145
One or more suspensions	38	28	58	124
Course failure in ELA or Math	0	2	1	3
Level 1 on statewide assessment	89	92	89	270

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	23	25	41	89

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

Students at Ocoee Middle School whose attendance is below 90%, Ocoee Middle has Child Study Team that will begin the truancy process. Grade Level Deans, Guidance Counselors, and the SAFE coordinator form relationships with targeted students and discuss the importance of being present at school.

Students with one or more suspensions from Ocoee Middle School could receive a variety of strategies which could include a behavior contract, counseling from school guidance counselors or outside agencies, a referral to the SAFE coordinator, or a behavior intervention plan.

Students with a potential course failure in ELA or Math at Ocoee Middle School could receive interventions including tutoring, an assignment to LOP (time during lunch students can make up missing work), ability to re-study and re-take tests, and an academic contract.

Students at Ocoee Middle School who have received a Level 1 in ELA or Math have been identified and placed in an intensive reading or math class. Students will be invited to before or after school tutoring to help with deficiencies in an identified area. The MTSS team will track data on the identified students.

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

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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

Parents are able to keep informed of their child's progress by using the Parent Access portion of Progressbook. Teachers send home mid-term progress reports and report cards four times per year. The school sends Connect Orange messages and an e-newsletter to remind parents of the Progressbook service. Parents can request a conference with the child's team at any time.

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

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

West Orange 5, Brunswick Wekiva Lanes, West Orange Chamber of Commerce, Let's Skate Orlando, STARS of West Orange, Orlando Solar Bears, Baptiste Orthodontics, Red Eye Grill, Miller's Ale House, Race Track, Chick-Fil-A, House Blend Cafe, The Original Sign Factory, 4 Rivers BBQ, A Gift for Teaching, Central Florida Fair, West Orange Times, and Full Sail University.

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

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

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Shanoff, Mark	Principal
Davis, Samuel	Assistant Principal
Sowers, Lisa	Assistant Principal
Gray, Melissa	Dean
Spencer, Marcus	Dean
Thomas, Sarah	Dean
Nicholson, Alicia	Instructional Coach
Rutherford, McKinsie	Instructional Coach
Gallup, Jeff	Instructional Coach
Braud, Melissa	Instructional Coach
Campbell, Karen	Guidance Counselor
Jimenez, Jennifer	Guidance Counselor
Thompson, Jessica	Guidance Counselor

Duties

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

Mark Shanoff, Principal

Lisa Sowers, Assistant Principal

Sam Davis, Assistant Principal

Marcus Spencer, 6th Grade Dean

Melissa Gray, 7th Grade Dean

Sarah Thomas, 8th Grade Dean

McKinsie Rutherford, Learning Resource Specialist (LRS)

Jeff Gallup, Instructional Coach

Alicia Nicholson, Reading Coach

Melissa Braud, ESE Instructional Coach

Jessica Thompson, 6th Grade Guidance Counselor

Karen Campbell, 7th Grade Guidance Counselor

Jennifer Jimenez, 8th Grade Guidance Counselor

Denise Reed, Safe Coordinator

Academic:

Dr. Mark Shanoff, Principal; Mrs. Lisa Sowers, Assistant Principal for Instruction, and Mr. Sam Davis, Assistant Principal monitor to ensure fidelity of the overall academic program and MTSS process.

Team look for the support strategies in the classroom during observations.

Ms. Melissa Gray, Administrative Dean, Mr. Marcus Spencer, Administrative Dean and Ms. Sarah Thomas, Administrative Dean, analyze student data to identify their lowest 25% on their grade level. They will decipher the data by looking at their subgroups and individual student's lowest Benchmark strand. They will present the data to the MTSS team and the student's teachers to monitor the effect of the strategies.

Mrs. McKinsie Rutherford, LRS; Mr. Jeff Gallup, Instructional Coach; and Ms. Alicia Nicholson, Reading Coach provide coaching to specific teachers based on the student's needs and strategies. Mrs. Melissa Braud, Instructional coach ESE leads the MTSS team. She keeps data on all students that are in the MTSS process. She provides teachers with accommodations that may bridge the gap between student performance and high expectations. She sends out weekly emails to all instructional teachers on strategies that can be implemented in the classroom. She ensures that interventions are

being provided with fidelity. She organizes the MTSS meetings and communicates with all necessary parties.

Mrs. Jessica Thompson, Guidance Counselor; Ms. Jennifer Jimenez, Guidance Counselor; and Mrs. Karen Campbell, Guidance Counselor, provide support to the students in the classroom. They ensure students are placed in rigorous classes and ensure communication occurs with family members. Additionally, they participate in grade level data chats.

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

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

Behavior:

Dr. Mark Shanoff, Principal; Mrs. Lisa Sowers, Assistant Principal for Instruction; and Mr. Sam Davis, Assistant Principal monitor to ensure fidelity of the MTSS process. They are looking for the supports strategies in the classroom during observations. Mr. Sam Davis, Assistant Principal: facilitates the PURE cardinal program as a positive behavior support program. This is our Tier 1 MTSS behavior program on campus.

Mr. Sam Davis, Assistant Principal; Ms. Melissa Gray, Administrative Dean, Mr. Marcus Spencer, Administrative Dean, and Ms. Sarah Thomas, Administrative Dean, monitor the number of discipline referrals, along with In-school and out of school suspensions, and disproportionality within our discipline data.

Mrs. McKinsie Rutherford, LRS provides coaching for teachers with classroom management. Mrs. Denise Reed, SAFE coordinator provides social emotional interventions along with support from outside sources. Mrs. Melissa Bread, Instructional Coach for ESE the leader of the MTSS leadership team. She provides teachers with accommodations that may bridge the gap between student behavior issues and appropriate conduct. She sends out weekly emails to all instructional teachers on strategies that can be implemented in the classroom. She ensures that interventions are being provided with fidelity. She organizes the MTSS meetings and communicates with all necessary parties.

Mrs. Jessica Thompson, Guidance Counselor; Ms. Jennifer Jimenez, Guidance Counselor; and Mrs. Karen Campbell, Guidance Counselor provide students with emotional support as a level of intervention. ESE staff including school psychologist provides additional support if needed.

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Academic:

The MTSS leadership team deciphers student data based on FCAT, Benchmark, and SRI assessment. The lowest 25% of students is identified based on this data. The grade level administrators and their teachers review the data and identify students whose gap is larger than one year of growth. These students are struggling in multiple subject areas due to a common deficiency. The MTSS leadership team will help the student's teachers identify the area of need that possibly is causing the student to have a gap that is larger than one year. The team leader of the student's core subject teachers will review the student's cumulative folder (CUM) and look for reasons the student may have a gap in his/her education. The MTSS leadership team and the student's teachers will meet as a team to talk about all the information that has been gathered on this student. Documentation of this information will be kept in an Ocoee Middle School in-house document.

Once the common need is identified, the MTSS leadership team will put Tier 2 interventions in place with biweekly progress monitoring of the area of need. The MTSS leadership team will closely monitor the progress and classroom data to see if the interventions are affecting the student's ability to learn. Once the student is placed in tier 2 interventions, a meeting will be set with the student's

family. The MTSS team will review the data and the intervention plan with the family. The school psychologist is invited to this meeting. A timeline is determined by the team to ensure that the student receives the support that is necessary for success. Based on the students data and grades, the MTSS leadership team will decide if the tier 2 intervention is effective and needs to be continued or if the student needs additional interventions.

The System 44 reading teacher will provide the Tier 3 interventions with weekly progress monitoring. A tier 3 parent conference will take place to review data and grades with the MTSS leadership team. The team, including the school psychologist, and the family will determine the next step. If the team decides that testing for ESE services would benefit the student, then the entire process is turned over to ESE personnel to gain consent for testing.

Behavior:

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

At tier 2 and tier 3 levels, we will hold parent conferences to ensure that everyone is supporting the student. If the team determines ESE services are appropriate, the process will be implemented.

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

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

OMS has a School Resource Officer. The SRO assists the school administration in maintaining a safe and secure environment. School administrators benefit from the SRO's training, knowledge and experience in handling situations involving possible weapons violations or in the identification of controlled dangerous substances. The SRO provides a highly visible presence to deter or identify trespassers on campus. In addition, SRO's provide a service to the surrounding community by addressing concerns such as loitering or speeding.

The SRO also builds relationships with the students by maintaining an "open-door" policy to interacting with students in a law-related counseling role.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Mark Shanoff	Principal
McKinsie Rutherford	Teacher
Irma Montalvo	Education Support Employee
Hollis Wehmeier	Parent
Latoya Davis Joseph	Parent
Richard Melendez	Parent
John Padilla	Education Support Employee
Dana Foster	Parent
Natalie Kauffman	Parent
Michelle Anastasi	Parent
Andrea Codner	Teacher
Jennifer Brazzell	Parent
Ruth Baskerville	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The school improvement plan for the 2013-14 school year was reviewed throughout the school year. During the initial SAC meeting, the data will be reviewed for the 2013-14 school year and targets will be discussed for the 2014-15 school year. We will make adjustments to the school improvement plan to ensure new goals are aligned to promote growth in our students.

Development of this school improvement plan

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

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

Preparation of the school's annual budget and plan

There are no designated funds available for implementation of our school improvement plan.

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

There are no designated funds available for implementation of our school improvement plan for the 2013-2014.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Shanoff, Mark	Principal
Sowers, Lisa	Assistant Principal
Davis, Samuel	Assistant Principal
Rutherford, McKinsie	Instructional Coach
Nicholson, Alicia	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will develop a plan of focused instruction that will direct teachers across all curriculum areas, including electives, of our literacy focus which is improving reading, writing, and content learning.

Teachers will work collaboratively developing a school literacy system. All teachers will participate in professional development and will include explicitly teaching student owned literacy strategies, incorporating evidence based vocabulary instruction, strategically using higher order questioning, and adding value to standard based scales with the inclusion of descriptors of student evidence which matches the rigor and intent of the benchmark. In addition to the Springboard curriculum, the language arts department will utilize Great Books resources with a shared inquiry component. Because the Great Books are rich and complex, the variety of opinions expressed in the group discussions central to shared inquiry helps students consider the range of possible interpretive meanings that such texts can sustain.

Additionally, the LLT will focus on major initiatives to promote reading and literacy which include school-wide reading events, a school-wide writing plan, and strengthening of our literacy climate. The LLT will monitor and adjust the implementation of the school-wide writing plan which includes writing across the content areas. ELA and Social Studies teachers in all grade levels will be using Core Connections. This is a writing program designed to assist teachers in preparing students for multiple writing tasks. This focus is based on changing standards and the student's needs to write using text evidence to support their claim.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Ocoee Middle School has provided time for each department to hold Professional Learning Community (PLC) meetings on a weekly basis. The collaborative groups work together to design and plan rigorous learning opportunities for all students. The groups create common assessments and look at data from previous assessments. As the teachers plan, this creates positive working relationships among the teams.

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

Teachers receive support in numerous ways when they become part of the Ocoee Middle School family. When teachers are hired, they are paired with other teachers based upon common content areas.

Activities for teachers new to our campus include: pre-planning meetings with mentors and mentees, and monthly professional development throughout the school year. These activities are provided by the Principal and the Learning Resource Specialist.

To build capacity, teachers collaborate weekly to discuss the integration of other content areas into their lesson planning, instructional practices, development of common assessments, student accommodations, and classroom assignments. Other professional development support includes moving throughout the classroom, classroom management, and the integration of technology (ipod touches, Moodle, Turning Point Responders).

Administrators encourage teachers to take advantage of opportunities for professional development in their areas of interest. They are provided with experiences that allow them to develop as leaders in their department and then campus wide. Teacher are also encouraged to take course work to advance into leadership positions within the district.

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

OMS is able to attract teachers based upon their reputation as having a progressive culture utilizing the integration of technology in the instructional practices. The vision of the Principal has allowed teachers to have access to numerous technological devices and digital curriculum to enhance and support their instruction. The integration of technology occurs within the classroom as a routine without having to book computer lab time. OMS's reputation extends beyond the district as being recognized as an Apple Distinguished School an unprecedented three times.

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

Teachers were paired based upon common content areas. Activities include:

1. Pre-planning meetings with mentors and mentees.

2. Professional Development monthly.

3. Collaborate weekly to discuss upcoming lessons and common assessments. Focus areas will include the following: How to accommodate students with special needs, classroom assignments and homework that provide appropriate challenges, classroom presence, e.g., moving throughout the classroom, voice effectiveness, appropriate professional appearance, etc., classroom management, integration of technology into their classroom (ipod touches, Moodle, Turning Point Responders).

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

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

Ocoee Middle 6th and 7th grade students who scored a Level 1 on the 2014 FCAT Reading test will be enrolled in a double block of reading instruction. During this double block, students will get instruction using the READ 180 or System 44 curriculum and also the Rotational Model of Instruction. Based on the beginning of the year assessment, students will be assigned to READ 180 or System 44. Students will be monitored using SRI and benchmark assessments.

Ocoee Middle School 6th and 7th grade students who scored a Level 2 on the 2014 FCAT Reading test will be enrolled in a single reading class. During this reading block, the student will be enrolled into the Achieve 3000 program and will receive instruction using the Rotational Model of Instruction. Students will be monitored using SRI and benchmark assessments. Students will also be referred to the MTSS team for additional support if they show a need.

Ocoee Middle School 8th graders who scored a Level 1 or a Level 2 on the 2014 FCAT Reading test will be enrolled into a single reading class. Students will be enrolled in Achieve 3000 and will receive instruction using the Rotational Model of Instruction. Students will be monitored using SRI and benchmark assessments and will be referred to the MTSS team for additional support if needed.

All students at Ocoee Middle School who scored a Level 1 or Level 2 on the 2014 FCAT Math test will be enrolled into an intensive math course to support core instruction. Teachers will use Math 180 and STMath to support the students in the core curriculum. Students will be monitored and referred for additional support to the MTSS team if needed.

All students will be monitored on the district ELA and Math benchmark tests. The students will also be monitored in writing using OC Writes. Teachers will have access to the data through Performance Matters and will use the data to provide differentiated instruction to re-teach as needed.

Formative assessments are expected to be a part of daily instruction. Teachers will provide standards based instruction to include a learning goal and scale with acceptable evidence. Teachers will be monitoring student progression to mastery of the standards.

As part of the Marzano Framework and OCPS Teacher Instructional Practice Score for the evaluation process, instruction will be monitored by administrators using informal and formal observations.

Feedback for the teachers will be given in up to 41 elements. In order for teachers to be considered effective, teachers must monitor for the desired effect of each strategy. This encourages teachers to use ongoing monitoring tools and formative assessments on a daily basis.

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

Strategy: Extended School Day

Minutes added to school year: 1,440

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rutherford, McKinsie, mckinsie.rutherford@ocps.net

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

Pre and Post Assessment results

Strategy: Extended School Day

Minutes added to school year: 20,400

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

Strategy Rationale

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

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thomas, Sarah, sarah.thomas@ocps.net

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

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

Strategy: After School Program

Minutes added to school year: 600

TIPs targets the top 10% of seventh graders and prepares them to take a practice SAT. Students participate in 10 hours of tutoring in the areas of math, reading and science.

Strategy Rationale

Students who are accelerated are exposed to testing for baseline information for college entrance testing.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Gray, Melissa, melissa.gray@ocps.net

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

SAT scores

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

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

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

College and Career Readiness

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

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

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

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

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

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

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

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

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

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

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

OMS students have the opportunity to earn high school credits in Algebra I Honors, Algebra II Honors, Earth Space Science Honors, Information Technology, and Spanish I. Students on the Honors track could transition with 7 high school credits from Ocoee MS. This acceleration will allow them the option of taking higher level and more specialized curriculum in high school.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Not applicable

School Improvement Goals

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

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will gain competence in rigorous, standards based instruction and in the Instructional Framework across all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will gain competence in rigorous, standards based instruction and in the Instructional Framework across all content areas. **1a**



Targets Supported **1b**

Indicator	Annual Target
AMO Reading - SWD	45.0
AMO Reading - ELL	57.0
FCAT 2.0 Science Proficiency	60.0
AMO Math - All Students	72.0

Resources Available to Support the Goal **2**

- Professional development in deconstructing the new Florida Standards and the change in assessment
- Implement Great Books program and Shared Inquiry with complex text.
- Scholastic representative provides support through observations and 1:1 conferences.
- Springboard
- System 44, Read 180, Achieve 3000 Reading Programs
- Math 180 and ST Math Programs

Targeted Barriers to Achieving the Goal **3**

- Teachers have difficulty with the new Florida State Standards.

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

Monitor the percentage of students who are moving toward proficiency and becoming proficient across content areas.

Person Responsible

Mark Shanoff

Schedule

Weekly, from 8/27/2014 to 6/5/2015

Evidence of Completion

District assessments, classroom assessments and common assessments.

Action Plan for Improvement

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

Problem Solving Key

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

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

G1. Teachers will gain competence in rigorous, standards based instruction and in the Instructional Framework across all content areas. **1**

 G035756

G1.B2 Teachers have difficulty with the new Florida State Standards. **2**

 B085687

G1.B2.S1 Provide professional development where teachers will be deconstructing the standards and creating test items that will prepare students for the Florida Standards Assessment. **4**

 S096370

Strategy Rationale

The standards and the test format that are new to all teachers. Teachers have had little to no experience deconstructing these standards.

Action Step 1 **5**

Provide professional development on deconstructing the standards and looking at new types of questions on the Florida Standards Assessment.

Person Responsible

McKinsie Rutherford

Schedule

Monthly, from 8/27/2014 to 6/5/2015

Evidence of Completion

1. Agendas
2. Sign-In Sheets
3. Lessons are designed using the new Florida Standards which will be evident in unit plans.
4. Teachers create tests on Moodle to align with the question types on FSA.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Lessons using the Florida Standards

Person Responsible

Mark Shanoff

Schedule

Weekly, from 8/27/2014 to 6/5/2015

Evidence of Completion

Lesson Plans, Walkthroughs, Collaborative Planning Meetings

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Weekly Monitoring, I observations and review of lesson plan templates

Person Responsible

Mark Shanoff

Schedule

Weekly, from 8/27/2014 to 6/5/2015

Evidence of Completion

iObservation, Leadership Team Notes, Feedback for teachers

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.A1	Provide professional development on deconstructing the standards and looking at new types of questions on the Florida Standards Assessment.	Rutherford, McKinsie	8/27/2014	1. Agendas 2. Sign-In Sheets 3. Lessons are designed using the new Florida Standards which will be evident in unit plans. 4. Teachers create tests on Moodle to align with the question types on FSA.	6/5/2015 monthly
G1.MA1	Monitor the percentage of students who are moving toward proficiency and becoming proficient across content areas.	Shanoff, Mark	8/27/2014	District assessments, classroom assessments and common assessments.	6/5/2015 weekly
G1.B2.S1.MA1	Weekly Monitoring, I observations and review of lesson plan templates	Shanoff, Mark	8/27/2014	iObservation, Leadership Team Notes, Feedback for teachers	6/5/2015 weekly
G1.B2.S1.MA1	Lessons using the Florida Standards	Shanoff, Mark	8/27/2014	Lesson Plans, Walkthroughs, Collaborative Planning Meetings	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

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

G1. Teachers will gain competence in rigorous, standards based instruction and in the Instructional Framework across all content areas.

G1.B2 Teachers have difficulty with the new Florida State Standards.

G1.B2.S1 Provide professional development where teachers will be deconstructing the standards and creating test items that will prepare students for the Florida Standards Assessment.

PD Opportunity 1

Provide professional development on deconstructing the standards and looking at new types of questions on the Florida Standards Assessment.

Facilitator

Ocoee Middle School Leadership Team

Participants

All teachers

Schedule

Monthly, from 8/27/2014 to 6/5/2015