

Apopka Middle



2014-15 School Improvement Plan

Apopka Middle

425 N PARK AVE, Apopka, FL 32712

[no web address on file]

School Demographics

School Type

Middle

Title I

No

Free/Reduced Price Lunch

71%

Alternative/ESE Center

No

Charter School

No

Minority

67%

School Grades History

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

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

To create a nourishing learning environment, it is imperative for our teachers and other school staff to become familiar with the culture and customs of the various ethnic backgrounds of students on campus. In order to assist our teachers and staff in developing an understanding and appreciation for our students, we have the following processes and practices in place:

- Professional development for teachers on the behavior and mindset of middle school students.
- Teachers are aware of holidays and create awareness of differences between students by creating a comfortable classroom environment.
- Bilingual paraprofessional for students who are not native English speakers for assistance when testing and participating in other class activities.
- Translation is provided for parents and teachers during parent conferences where we learn about students from their families.
- Teaching strategies for teaching limited English proficient students in the areas of math and other core subjects.
- Professional Development in Cultural awareness for teachers and other staff members which includes: general behaviors of Limited English Proficient students at each stage of language acquisition; an understanding of social etiquette like proximity and hand gestures when speaking; the cultural norms of the students in our school; and the acculturation of newcomers to our school.

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

Apopka Memorial Middle School keeps our students safety in mind at all times. Maintaining a safe and secure learning environment is our top priority. Our students form relationships with their teachers and can talk to them about anything at anytime. In addition to the teachers, these are the ways we create an environment conducive to learning.

1. Before school

- Teachers on duty in the hallways and strategic places on campus
- Students report to cafeteria where they are supervised until the first bell
- School Resource Officer is on campus and available to assist where needed

2. During school

- Teachers on duty at the door/entry to the classrooms
- Administrators and support school team members are stationed for duty at various areas throughout the campus
- Teachers with a planning period are stationed at the stairwells
- Counselors, Deans, Administrators, Safety Coordinator are available to assist in classrooms where needed

- School Resource Officer is on campus and available to assist where needed

3. After School

- Administrators and support school team members are stationed for duty at various areas throughout the campus
- School Resource Officer is on campus and available to assist where needed

Additionally, we have after school programs/clubs that provide a positive environment where students can build their social and emotional skills alongside adults who they trust. These programs are where they learn to work well with others and communicate effectively, understanding how to deal with challenging situations productively, and make sound and thoughtful decisions themselves. These after school programs/clubs help students gain the competencies that will serve them well as they move through life. They provide activities that can build off the lesson students learning during the school day, help children further explore their interests, and have an outlet to express themselves, employ staff who fulfill the role of mentors, and offer an support that raises student confidence in their current and future abilities. Some of the clubs and programs we offer include the Boys and Girls Club, Debate Club, Drama Club, Fellowship of Christian Athletes, Future Farmers of America, Interact Club, National Jr. Honor Society, STEP Team, STEM Council, Student Government Association, Basketball (Boys and Girls), Soccer (Boys and Girls), Track (Boys and Girls), and Volleyball (Boys and Girls).

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

AMMS has established a series of rules and expectations that have been implemented school wide. Teachers received posters outlining each rule, and have them displayed in their classrooms. Additionally, teachers were asked to generate Classroom Management Plans within their Professional Learning Communities, outlining behavioral and classroom procedures, in order to keep these procedures unified within the grade level subjects.

Furthermore, grade level deans coordinated discipline seminars, conducted in a small group setting. Deans reviewed the Orange County Public School's Code of Conduct with students, and reviewed procedures that will ensure student success, while reinforcing expectations. The deans outlined consequences with students, reviewing the four levels of infractions and the necessary punishments correlating with each.

Grade levels deans met with teachers during pre-planning and outlined a sequence of steps teachers must follow in order to write a discipline referral for a student. Teachers were given a series on intervention strategies they must employ before writing a discipline referral. This procedure is acknowledged school wide.

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

The OCPS Comprehensive Guidance Program is both preventative and proactive in its focus and supports the district goal that each student will acquire the skills, attitudes and knowledge necessary to reach full potential. Credentialed school counselors provide guidance curriculum to groups of students, such as transition services for 6th and 8th graders and career planning. Counselors may work with students individually as well as with parents, teachers, and staff. Students with social and emotional needs that require outside intervention are referred to the appropriate community resource in consultation with parents.

The SAFE Coordinator facilitates OCPS SEDNET therapeutic resources. Homeless students are served through the McKenney-Vento Program. The SAFE Coordinator is the liaison for students in foster care, those involved in the Juvenile Justice System and the Department of Children and Families. Clothing is provided to students in need through Kids Closet. Free eye exams and glasses can be provided for needy students as well. Our school maintains a food pantry for families who may need food assistance.

Mentoring is organized through the Behavioral Leadership Committee which is a part of the District's Minority Achievement Office. Mentors are teachers here on staff who have volunteered to promote social and emotional support to students. Our school also provides our Exceptional Education students who need it, a Social Personal course as part of their academic curriculum which teaches social and coping skills.

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

Apopka Memorial Middle School has established the early warning system through the use of our Multi-Tiered System of Support (MTSS) committee. This committee will meet at least monthly (more if necessary) to review and track data on our targeted students and make instructional decisions or changes in their daily schedule as needed. Teachers can complete a referral form and submit it to the committee to review and add students to the targeted list for assistance and tracking. Students can be referred for academic or behavioral concerns. The committee will also actively seek out students who are struggling by reviewing school wide data on a regular basis in the following areas: attendance, discipline referrals, quarterly grades, and standardized tests scores. Of course, we also take parent requests for assistance.

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	41	41	51	133
One or more suspensions	82	71	92	245
Course failure in ELA or Math	22	12	15	49
Level 1 on statewide assessment	119	127	114	360

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	60	52	71	183

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

AMMS has employed a series of intervention strategies in order to improve the academic performance of students identified by the early warning system. The MTSS committee will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The committee will coordinate with the Curriculum Leaders Team as well as maintain communications with the School Advisory Council.

Conferences with the parents of the student are always the first intervention strategy. A student's success is a partnership between the school and the home. Information and coordination with the parents is a necessary part of the intervention process.

Teachers are also part of the process and will meet in grade level Professional Learning Communities

(PLCs) weekly and in department PLCs once a month to engage in the following activities: Review of recent data to link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks and those who are at moderate risk or at high risk for not meeting benchmarks; plan intervention delivery through small group instruction or computer based programs; and plan units of instruction. Based on the above information, the PLC will identify professional development and resources they may need to assist them and communicate that information to the instructional coaches and CRT. The PLC will also identify students to refer to the MTSS committee for further assistance.

A mentor list was created by the MTSS committee to find a teacher-mentor for students with multiple suspensions. Teachers assisted these students with any needs they had, and tracked their behavior and grades. Students are also offered a variety of courses that support their unique needs. AMMS has both Learning strategy classes and small group instruction with reading and math coaches. These courses support their needs and improve their academic performance. Our school social worker also works with families of students with multiple absences. She can help with needed services and set up academic plans for students who are medically fragile and miss days due to illness. Students who are failing core classes have course recovery options as well as tutoring and small group assistance from the classroom teacher. Students who have behavioral needs are assisted with individualized behavior plans and tracking forms. Our district behavior coach is consulted as needed for additional strategies.

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

Our school parent organizations have an overall goal to promote a safe learning environment where students, parents, teachers and administrators work together to promote student achievement and responsible citizenship. Parents are encouraged to get involved with the school and support their child's education however they can. We offer parent committees to join (PTSA, SAC, PLC), parent workshops, school wide events and activities, teacher conferences, and volunteer opportunities. We believe when students know their parents are involved and care deeply about their education, they will achieve at higher levels.

We have the following activities and opportunities for parents to be involved with our school and their child's education: report cards and assessments data discussed at parent conferences; FSA Parent Information Night; Open House; Curriculum Night; School Advisory Committee; Parent, Teacher, Student Association; Future Farmers of America Meetings; Parent Leadership Council for parents of LEP students; weekly announcements and reminders (phone, email and text) via our district automated phone system; access to progressbook, Schoology, Moodle and other classroom websites; and child study team meetings or intervention meetings with the MTSS team.

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

Our SAFE Coordinator and our school social worker have partnerships with many community organizations such as the Hope Community Center, Loaves and Fishes food pantry and Kids Closet. We work with local organizations to provide assistance to families when they need it: food pantry, clothes, presents at the holidays, holiday meals, bus passes, and other help as needed.

Our school participates in Teach In every year and brings in guest speakers from the community to talk to the students about their jobs and professions. This is a great way to get our community members into the school and allow them to see the students in a different environment.

This year we also have a partnership with Universal Studios to bring jobs and career information to our arts students. The program involves curriculum, a group project, guest speakers and visits to Universal Studios.

We have a teacher who sits on the Education Committee for the City of Apopka. She attends the meetings and brings our school needs to the attention of the community members who sit on this committee. Our school is a member of the Apopka Area Chamber of Commerce and their members are responsive to needs we may have as well.

Our School Board member also lives in the community and works on our behalf to secure campus beautification items like mulch and plants.

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
Pelletier, Kelly	Principal
Brown, Kelly	Assistant Principal
Duncan, Kevin	Assistant Principal
Pearce, Hollie	Instructional Coach
Brown, Kaye	Dean
Collins, Marcus	Dean

Duties

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

The function and responsibility of each team member is as follows:

Principal and Assistant Principals : Provides a common vision for the use of data-based decision making; supervision, evaluation and coaching of all instructional personnel; manage and maintain all school facilities; ensure the safety and security of all staff and students; ensures that the school-based team is implementing MTSS; conducts assessment of MTSS skills of school staff; ensures implementation of intervention support and enrichment activities as well as collecting documentation; ensures adequate professional development to support core instruction and implementation of new programs or curriculum; collaborate with the Professional Learning Communities to gain input and suggestions from the teachers; and communicates with parents regarding school-based plans and activities.

Instructional Coaches and CRT: Develops, leads, and evaluates school core curriculum programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches; identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with screening

assessments that provide data; assists in the design and implementation for progress monitoring, data collection, and data analysis; supports all new teachers and serves as the instructional coach for alternative certification teachers; manages and coordinates volunteers to assist in the classrooms; participates in the design and delivery of professional development; and provides support for implementation monitoring of all programs and curriculum.

Deans: Develop, support and monitor our school wide discipline plan; develop a school wide student motivational program; monitor and analyze the discipline data on a regular basis; coordinate the Behavior Leadership Team; serve as the liaison between the Minority Achievement Office and the school's Behavior Leadership Team; observe in classrooms in order to offer suggestions to teachers on classroom management plans; communicate with parents and students on a regular basis in regards to behavior and behavioral concerns; and uphold our district's Student Code of Conduct.

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

AMMS plans for the programs we have in place to ensure our students are gaining the academic and enrichment skills they need to be successful in high school and beyond. This planning starts with our school budget every year and making sure we have the funds to hire the necessary teachers to maintain the programs and courses for our students. We have AVID, STEM, band, chorus, art, and agriculture. Annually, we analyze our school data and plan the master schedule to meet the needs of the students. We will add math or reading classes and also make sure we are offering enough electives to keep the students enriched in non-academic areas.

At AMMS, the early warning system is run through the MTSS team which is comprised of administrators, resource teachers, social worker, school psychologist, behavior coach and teachers. The team meets once a month to discuss academic and behavioral concerns, to make a plan for the students and decide what data needs to be collected and reviewed. This may involved tutoring after school, sending in a paraprofessional to assist in the classroom, or changing a student's schedule.

Coordination of Programs:

1. Title I, Part A: AMMS is not a Title I school for the 2014-2015 school year.
2. Title I, Part C- Migrant: The school will work with the Migrant education district office to coordinate and fund services for our migrant students. Our Migrant advocate will support students and their families with wrap around services. Our migrant advocate works with students on academic weaknesses and communicates with parents regularly including home visits.
3. Title I, Part D: AMMS does not receive Title I, Part D dollars.
4. Title II: AMMS does not receive any direct funds from Title II. Title II money from the district level benefits our school by paying for substitutes so that teachers can attend a variety of content area staff development programs organized by the district.
5. Title III: AMMS benefits from Title III money through our district Multilingual Services Department. We have a resource teacher assigned to our school to assist teachers and our ESOL compliance teacher with planning and instructing our Language Learners.
6. Title VI, Part B: AMMS does not receive Title VI, Part B dollars.
7. Title X- Homeless: Our school works with the Orange County Public Schools Homeless department to make sure we are providing services to any of our students who may become homeless. These services include free breakfast and lunch, busing to and from their temporary accommodations to our school, and other services as needed. Our school homeless coordinator and our registrar work with families who may find themselves in need of this assistance. We also identify families through their responses on the Student Residency Questionnaire which is sent home twice a year and is also included in our registration packet. AMMS participates in the McKinney-Vento Program. The McKinney-Vento Program also assists families in need with school supplies, shelter, transportation, and other school/home related necessities.

8. Supplemental Academic Instruction (SAI): Our school uses the SAI money for an additional Reading classroom teacher, our SAFE Coordinator and the remaining funds will be used to purchase additional teachers for summer school programs. During the summer we can offer support classes for our level 1 and 2 students in reading and mathematics to build basic skills. Our plans for this program will be coordinated through the district office.

9. Violence Prevention Programs: We have discipline deans for each grade level and they work directly with the students and parents on discipline related issues. Each dean counsels students and can refer them to the SAFE Coordinator as needed. The deans meet with students in small groups for character education, goal setting and violence prevention. They make use of no contact contracts, parent communication and teacher classroom assistance to prevent issues from escalating. Our SAFE Coordinator can offer assistance to families in a variety of ways including counseling services, bully prevention, and Back on Track programming. We have a School Resource Officer on campus everyday and he assists with violence prevention education of students and parents as well.

10. Nutrition Programs: Our school nurse works with the district nurse to coordinate hearing and other wellness screenings, dental and vision, and family assistance as needed. Our teachers incorporate health and nutrition topics as part of the regular curriculum including the food pyramid, smoking and drugs, alcohol, human body education, dental care, wellness and exercise. We have a school Wellness committee who work to develop a plan for us every year to address our faculty and student programs. The wellness committee also works with our cafeteria manager to promote healthy eating habits like eating breakfast everyday. Our students all eat breakfast for free each day since we are a provision 1 school.

11. Housing Programs: AMMS does not have a housing program.

12. Head Start Program: AMMS does not have a Head Start program.

13. Adult Education: AMMS does not have any adult education programs. We do educate our parents in a variety of ways through committees, interest sessions, and parent workshops.

14. Career and Technical Education (CTE) Programs: Our school offers a variety of CTE courses including: Foundations of Agriculture, Fundamentals of Agriculture, Medical Skills and Services, Health, and two STEM classes. We have coordinated our CTE programs with our feeder high school and receive support from the district Technical Education department. We have received Perkins Grant funds for our STEM academy initiatives: Aquaphonics, Medical Skills and Project Lead the Way.

15. Job Training: AMMS does not have a job training program.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kelly Pelletier	Principal
Kathleen Bean	Parent
Lois Davies	Education Support Employee
Anne Leatherbarrow	Teacher
April Cooke	Parent
Jane Rigali	Parent
Quandra Love	Parent
Jill Ormachea	Parent
Reginald Bowden	Parent
Monica Gibbs-Godfrey	Parent
Nicole Bramwell-Bowden	Business/Community
Nicky Boothe-Perry	Parent
Valerie Kennon	Education Support Employee
Lisa Turner	Parent
Sandra Martinez	Teacher
Matthew Czarnecki	Teacher
Brett Carrier	Teacher

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 Advisory Council met on a monthly basis in the evening in the Media Center of AMMS. The main purpose of the School Advisory Council was to evaluate and monitor and our School Improvement Plan. The School Advisory Council discussed curriculum materials and issues related to the School Improvement Plan's academic goals. The School Advisory Council also voted on the expenditures of School Improvement funds. The committee reviewed student data each month so they could see how we were progressing toward our academic goals. The committee also reviewed the school effectiveness survey results and made suggestions on how we could improve next school year. The members of the committee also received training through conferences, discussions, analyzing data and learning about all the curriculum we use at AMMS.

At the beginning of the 2014-2015 school year, the committee reviewed the goals from last year's plan and we discussed whether we had accomplished the goals we had developed. We decided to carry over the goals we have still not achieved and continue to work on them this year.

Development of this school improvement plan

The School Advisory Committee reviewed the academic data for the 2013-2014 school year, along with the results of the school effectiveness survey. Discussion was held with the committee about our school grade, the parts of our SIP from last year that were not achieved and the areas where we need to improve for the next school year. Programs, curriculum and budget decisions were reviewed and feedback given by the committee members. All of the data that is included in this SIP was reviewed and discussed. The problem-solving process was described and our goals agreed upon with the committee.

Teacher input on the new SIP was also gathered during pre-planning, before the school year started.

Each Professional Learning Community (PLC) was asked to think about how their team can support our school goals and set a goal for their PLC.

Preparation of the school's annual budget and plan

The School Advisory Committee serves in an advisory role each year when the school budget is discussed and they have to help decide how the school recognition money will be spent (if the school receives these funds). They will give input into the decisions of where we need to put our emphasis and money for the next school year.

When the projected budget is received in March, the Principal will review it with the SAC and also with the faculty. The money available in the general budget is described as well as the categorical budgets. The master schedule will be shared so the committee will know how many teachers we need to purchase to continue to offer the courses and programs we currently have in place. Input and feedback is appreciated and taken into consideration when decisions are made.

The SAC will often vote to fund some of the items the school would like to have for the new school year. The committee does not receive new funds each year in the annual budget, but there are some roll over funds and distributions from the state occasionally.

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

The school did not receive any additional SIP funds this year in the annual budget. We do have funds that rolled over from last year and will spend them based on school needs.

The school improvement budget for this school year is \$10,085.73.

The budget will be spent in a variety of ways. Funding for mini-grants for teacher projects. Teachers will write a proposal and submit it to the committee. Individual grants will be limited to \$200.00 each. Total budget for mini-grants is \$4,000. Also, the committee will look at any small budget technology needs like class sets of student responders that can be checked out for classroom use, or common core resources that can be shared within a department. Total budget is \$2000 for these small budget items based on department needs. Also, the committee usually funds the cost of subscriptions to classroom instructional tools like BrainPop and Flocabulary. The budget for these subscriptions is \$3,500. Any remaining money will roll over into next years budget.

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
Pelletier, Kelly	Principal
Duncan, Kevin	Assistant Principal
Brown, Kelly	Assistant Principal
Pearce, Hollie	Instructional Coach
Klinker, Jeanie	Teacher, K-12
Martinez, Sandra	Other
Mirizio-Moody, Nicole	Other
Parejko, Rachel	Teacher, K-12
Rideout, Heather	Teacher, K-12
Schweitzer, Jessica	Teacher, K-12
Townsend, Susan	Teacher, K-12
Nelson, Anne	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team meets monthly (or more often as needed) to discuss school wide literacy issues or projects. They are the decision makers for how our Seahawk Reader incentive program works; what school wide projects we will undertake during the school year; they organize and facilitate parent nights; work with the Media Specialist on Book Fair events and promotion; work with the MTSS team to monitor the data on our Tier 1, 2 and 3 programs and give suggestions as needed; attend the SAC meetings to keep the committee updated on school initiatives; serve as the liaison to the grade level teams/departments and communicate ideas and initiatives back to the teachers.

Major initiatives of the LLT:

1. Planning and coordinating a school wide curriculum night that will highlight all curriculum areas and inform parents how they can assist in their child's education.
2. Focus on instructional strategies to increase the rigor of activities and assignments in all classrooms. This initiative will include implementing Close Reading lessons into all subject areas.
3. Review data collected on our core curriculum areas to see how closely we are meeting the 80% expectation (OCPS Benchmark results and unit assessments); discuss and implement changes to core instruction based on the data; give suggestions to the MTSS team.
4. Implement small group instruction within the classroom structure to give differentiated assistance to students who are struggling or need to be challenged.

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

At Apopka Memorial Middle School teachers are in common grade level and curriculum area Professional Learning Communities (PLC's). Teachers meet with their PLC to plan and make instructional decisions based on student data and state standards. Teachers within a PLC are given a common planning period and meet as needed to accomplish the following tasks. They must look at the Scope and Sequence and Measurement Topic Plan (MTP) provided by the district to find the essential standards to be taught in a specific unit. They use the standards, the learning goal and scale provided and compare that to the item specifications for the course EOC to determine exactly what students need

to know, how it will be assessed and to what depth of knowledge they need to reach for each standard. Teachers design a common unit assessment that will allow students to demonstrate their mastery of the targeted standard. Next teachers design a common focus calendar with daily learning targets and formative assessments that will allow students to reach the goals on the common assessment in the suggested time frame from the scope and sequence. Each PLC meets with their assessing administrator between each unit to discuss the data from the common assessment, instructional decisions that were made based on the student data, and to review the unit assessment and focus calendar for the next unit.

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

The following strategies and practices are in place at Apopka Memorial Middle:

1. Opening our campus to college interns and volunteers allows us to promote our campus environment and let pre-service teachers know what our school can offer them as teachers.
2. Interviews for open teaching positions are conducted with a committee of teachers and staff to ensure the prospective new teacher will fit with our school needs and the grade level/departmental needs. Another purpose of the committee is so the prospective new teacher gets to meet the teachers on staff they would be working with if they were to join our school. Interview questions are standard for every applicant so that we can compare their answers to our identified needs.
3. Once we have hired a new teacher, AMMS has an established teacher mentoring program. Our curriculum resource teacher meets with new teachers (new to teaching, new to AMMS and new to OPCS) once a month to provide school specific training and classroom management ideas.
4. All new teachers are also assigned mentors: experienced teachers who meet with them on a daily basis to answer any questions and to provide guidance. Our curriculum resource teacher and mentors are available to answer any questions and to help them complete their New Teacher Competencies.
5. The goal at AMMS is to train and retain our teachers through continuous support and professional development. Additionally, all teachers are provided with many opportunities to attend professional development training at the district, the school, and at professional conferences throughout the year.
6. Teachers work in Professional Learning Communities to promote collaboration and collegial support as well as to analyze data in order to achieve student academic and behavioral success. Grade level subject areas have common planning time and work in their PLC to create common lessons and assessments. Teachers are also given a grade level planning day each semester to work on unit plans and review student data.
7. Teachers are recognized for contributing to the positive school learning environment through our "Bricks of Excellence" program. On a monthly basis, teachers are awarded a lego brick with a card describing the actions or behaviors that have contributed to our students achievement and to our school improvement.
8. The school climate includes opportunities for teachers to participate in activities outside of the school day together in order to build personal relationships and increase the feeling of belonging to Apopka Memorial Middle.

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

New teachers to AMMS were invited to attend a welcome orientation one day prior to pre-planning. The curriculum resource/instructional coach designed a professional development that helped new teachers acclimate to the school culture and to help develop a common language. Former new teachers were in attendance to answer questions and to help familiarize new teachers with the day to day procedures. The new teachers will participate in the following: welcome lunch during pre-planning week; monthly new teacher PLC meetings; collaboration during PLC's; meeting one-on- one as needed. The mentor will assist with school specific happenings, planning curriculum, modeling and coaching on teaching strategies and providing job embedded professional development. The mentor will be available to model, observe, and deliver side by side coaching with instructional strategies.

Our new teacher's and their mentors were paired based on the following rationale:

1. Kathy Andres and Shayla Mark are co-mentors for Kyri Bailey. Kyri Bailey is a first year teacher in our seventh grade Language Arts PLC. Kathy Andres was selected to mentor Kyri in the area of curriculum as the PLC liason. Shayla Mark was selected to mentor Kyri in the area of classroom management because she is an experienced teacher who has time built into her schedule to mentor and coach Kyri as needed.
2. Hollie Pearce was selected to mentor Stephen Scarborough a temporary new teacher in for an eighth grade Language Arts teacher on maternity leave. Hollie was selected to mentor Stephen because he is currently enrolled in the OCPS alternative teacher certification program (PDCP) and she is our school instructional coach.
3. Detra Moore is the mentor for Jason Lively who is a beginning teacher new to our seventh grade Math PLC. Detra was selected to mentor Jason as she is our seventh grade PLC liason.
4. Heather Rideout is the mentor for Christina Herrera who is a beginning teacher new to our eighth grade Math PLC. Heather was selected as her mentor because she is the math curriculum lead teacher.
5. Jeanie Klinker is the mentor for Jacob Cawley who is a first year teacher to our seventh grade Social Studies PLC. Jeanie was selected as his mentor because she is the curriculum lead teacher for Social Studies and has worked well with first year teachers for many years.
6. Hollie Pearce is the mentor for Ayla Bembry a beginning teacher new to our eighth grade Science PLC. Hollie was selected as her mentor since she is also enrolled in the OCPS alternative teacher certification program (PDCP) and she is our school instructional coach.
7. Sharon Alequin is the mentor for Katherine Walker who is a first year teacher new to our intensive reading PLC. Sharon was selected as her mentor because she is the curriculum lead teacher and co-literacy coach at AMMS.

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

AMMS is following the Orange County Public Schools Scope and Sequence for all our core courses. The Scope and Sequence along with the unit outlines provided by the district ensure our teachers are preparing our students for the new FSA. We use only the State of Florida adopted curriculum materials that were purchased through the district.

1. Our mathematics department is using the Success for All/Power i3 program along with seven other Orange County middle schools. This is the first year of implementation. The program is based on collaborative learning and aligns with the Florida Standards. In addition to the Power i3 curriculum, we also are using the State of Florida adopted curriculum Go Math which is also aligned to the Florida Standards. We offer two high school credit mathematics courses and they are aligned to the high school and use the same materials including Algebra Nation.
2. Our language arts department is using the College Board Spring Board program. Teachers are following the Florida Standards and supplement this curriculum as needed.
3. Our science teachers are using the unit outlines (MTPs) from the district and the State of Florida adopted text for each of the science courses we offer. We have two high school credit classes and they are aligned to the high school courses and use the same materials.
4. Our social studies department is using DBQs (document based questioning) every nine weeks, which also aligns with the Florida Standards and the Civics teachers are using iCivics. The teachers also use the State of Florida adopted text for each of the social studies courses we offer.
5. Our reading department is using the OCPS recommended programs: Read 180, Systems 44 and Achieve 3000. These are all research based reading programs and area aligned to the Florida ELA Standards.

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

Teachers will meet with an administrator at the end of each unit of instruction to review the data on the common assessment with the Professional Learning Community. All core content areas will be entering common assessment data into Performance Matters. PLCs and administrations will be able to clearly desegregate the data, analyze it and then form groups to reteach concepts or skills. Data is used by the guidance counselors in the summer and throughout the school year for student placement into rigorous classes that will support their learning, enrich and stretch them or help them meet state requirements.

Our reading teachers and the instructional coach use data for placement into the appropriate reading classes and then monitor that data on a weekly basis to make adjustments to the instruction or the computer program the students are using to strengthen their reading skills.

The MTSS team uses data to monitor our students who are on showing signs of struggle in academics or behavior. They look at all the available data on a student including attendance, grades and behavior. Data is used for deciding what areas and content needs to be reinforced through our tutoring program. If the students are not struggling in the content area, there is no need to have a tutor for that subject.

The administrators and the deans use attendance and discipline data to make decisions that impact the learning environment of the school and the classrooms.

AMMS will use a variety of data to evaluate our students. All data will be monitored via the Education Data Warehouse (EDW) and Performance Matters. Data that will be collected include the following:

1. Baseline data: Progress Monitoring and Reporting Network (PMRN/FAIR), 2014 Florida Comprehensive Assessment Test (FCAT 2.0)/EOC, Orange County Writes assessments, CELLA, content area pretests, Oral reading fluencies, Read 180/Achieve/System 44, attendance, tardies, behavior referrals, grades from the previous school year, and summer school data (if available).
2. Progress Monitoring: classroom assessments, OCPS Benchmark assessments in Reading, Math and Science, Orange Writes!, OCPS mini-benchmark assessments, intervention group data, progress on Read 180/Achieve/System 44, Oral Reading Fluencies, Moby Max, numbers of referrals, absences, tardies, grades on progress reports and report cards.
3. End of year: 2015 FSA/EOC, CELLA, Read 180/Achieve/System 44, Moby Max, numbers of referrals, absences, number of classes failed, and final grades.

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: Summer Program

Minutes added to school year: 4,800

We will offer summer school credit recovery for our students who have failed one or more classes during the school year. We also offer additional reading support classes for students who scored level 1 on the state reading assessment.

Strategy Rationale

This offers the student a concentrated time period to focus on just one subject at a time and work toward mastering the benchmarks and gain back the credits needed for promotion to the next grade. Strengthening the student's skills will prepare them for a stronger start to the next school year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Duncan, Kevin, kevin.duncan@ocps.net

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

Data will be collected and monitored each week of the summer school program through the use of: weekly progress reports; instructional program data reports; one-on-one work with the teacher and completion rates of assignments.

The success of the program will also be measured during the regular school year by looking at Pass/Failure rates of the students who participated in summer school; the number of courses recovered; if there is a reduced number of retained students the next school year.

Strategy: Extended School Day

Minutes added to school year: 26,000

Our Boy's and Girls Club after school organization offers free activities for our students from 4:30 to 6:00 daily. Students participate in activities designed to extend their educational experiences. They have homework help, sports, clubs, board games, guest speakers and "in-house" field trips.

Strategy Rationale

The goal of the Boy's and Girls Club is to promote academic success, good character and citizenship, as well as healthy lifestyles. This program also allows us to expose our students to clubs and activities to keep them engaged with school.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Duncan, Kevin, kevin.duncan@ocps.net

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

The Boy's and Girls Club directors collect data on the students who participate including: grades, standardized test scores, teacher input, attendance, and discipline information. They also survey the students participating in the program to see what they are interested in so that the program is meeting their needs and remains engaging.

Strategy: Extended School Day

Minutes added to school year: 5,175

We will offer an after school tutoring program to build low achieving students' skills in reading and math. This extra instruction will be offered in our PASS Program (Promoting Achievement & Student Success). Our goal is to improve each child's academic skills and his/her FSA scores in the spring of this school year. There will be no more than 15 students in a tutoring group, which meets before or after school three days a week – Monday, Tuesday and Thursday. Students will work in small groups with a teacher on curriculum designed to improve his/her reading comprehension, math skills, science knowledge or social studies knowledge.

Strategy Rationale

The tutoring groups will focus on pre-teaching the concepts that are coming up in the next unit. They will review vocabulary and examples. The teacher will also assist the students with homework and reteaching as needed. Often teachers do not have time for remediation while they are moving ahead with the grade level skills and concepts. the tutoring program's goal is to help students keep up with the content in the classroom so their grades and mastery of concepts will improve.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Collins, Marcus, marcus.collins@ocps.net

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

Data will be collected and monitored on a bi-weekly basis through the use of: bi-weekly progress reports; computer based instructional program data reports (Read 180, System 44, Moby Max); curriculum assessments; one-on-one work with the teacher; completion of assignments. We will also monitor and analyze school wide assessments: OCPS Benchmark tests; Read 180/Achieve/ System 44; mini-assessments; grades in core classes.

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

Transition plan for 5th to 6th:

In January and February the 6th grade school counselor visits our feeder elementary schools, along with the AVID Coordinator and STEM Coordinator. The feeder schools include Apopka Elementary, Dream Lake Elementary, Lovell Elementary, Rock Springs Elementary, and Wheatley Elementary. Students learn about middle school life, subjects offered, and are instructed on how to choose electives. The AVID (Advancement via Individual Determination) and STEM (Science, Technology, Engineering, and Math) Coordinators present each program and provide students with applications. In May we have a 5th grade parent night where parents may tour the campus after a presentation on how they can help their children transition to middle school. Parents are provided with a packet which includes handouts on how to be successful in middle school, a study checklist, and how to use the academic planner. Parents are encouraged to contact the school counselor for questions and

support. In the summer prior to the beginning of school we schedule an open campus night where parents and students can pick up schedules, tour the campus, and meet teachers.

Transition plan for 8th to 9th:

In partnership with Apopka High School, the Guidance staff at Apopka Memorial Middle School strives to make the transition for our 8th graders to high school as informative and stress-free as possible. Starting in November, 8th graders are given information on the various magnet programs offered by OPCS and are encouraged to attend the Magnet Fair. In December, both counselors schedule classroom guidance lessons through the 8th graders Social Studies classes, focusing on high school, college and career planning. Using the Florida DOE's CHOICES online program, students take an interest inventory which leads them to possible career paths. Based on this information, students create a 4-year high school plan, mapping out the academic and elective courses required not only for graduation, but which will prepare them for the post-secondary college and career paths they choose. In the Spring, counselors from Apopka High School visit with our 8th graders to conduct a registration process orientation, providing them with essential information on how to select courses as well as learn about extracurricular activities and other interesting facts about beginning their high school experience. AMMS also provides 8th graders and their parents with information regarding AHS's Freshman Orientation Night, held later in the Spring. Throughout this process, AMMS counselors monitor the students' progress, making sure they are on track to fulfill the requirements to be promoted to high school.

Summer Programs:

Over the summer between 5th and 6th grade we offered a short two day summer program for incoming students with special needs and those who are limited English speakers. The program allowed them to see the school, learn their way around by participating in a scavenger hunt, received their school IDs, learn how to check out books from the Media Center, learned how to get lunch in the cafeteria, met some of the teachers, have middle school awareness training sessions and learn about the differences between elementary and middle school.

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

Our guidance counselors are available to students and parents for one-on-one appointments and guidance in future course selections, goals/academic plans and provide academic advisement throughout the school year. Each year the guidance counselors conduct a meeting with the grade levels to discuss the courses available to them in the up coming school year. They facilitate high school transition for our 9th grade students. Students develop four year plans for high school. Our school TV announcements and weekly phone calls home include information regarding high school magnet programs, course registration deadlines and other opportunities. We have information on the school website under the guidance tab and also post links to HS and post secondary planning sites. Once a month the students meet with their 2nd period teacher for a short period of time we call NESTS. This time is for advising and discussions of goal setting, academic reflection, and other topics. We are already talking to students about scholarships and the requirements for colleges and some of our students are already making college visits for field trips. This is a great experience for them and makes them hungry and excited for their college experience. We also offer many high school credit courses and have a certified AVID program.

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

AMMS offers the following programs:

1. Two STEM elective classes through the Project Lead the Way Program
2. We have a certified AVID program with classes for 6th, 7th and 8th grade
3. Introduction to Agriculture and Fundamentals of Agriculture as well as the HS credit class

Foundations in Agriculture

4. Health 1 and Health 2 as well as the HS credit class Medical Services

At this time we do not have any courses that offer industry certification.

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

We incorporate career explorations and real world applications through our ESE learning strategies classes as well as our Agriculture, Drama, Engineering, Health Sciences, Science and Social Studies classes. In addition to these programs, we offer the AVID program. AVID promotes setting future goals, looking toward college, college readiness skills like note-taking and studying habits. AVID students have the opportunity to take field trips to universities and experience guest speakers throughout the school year. Also, our Deans and In School Suspension coordinator discuss future goals and plans when working with students.

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

Our school engages in a variety of strategies to improve the college readiness of our students:

1. Academic advisement based on FCAT scores and grades for placement into intensive reading, intensive math, advanced, honors classes and high school credit classes. Encouraging students to stretch themselves and take HS credit courses.
2. Students are advised to take electives based on their career interests.
3. Students are advised to apply to high school magnet programs base on their career interests.
4. Offer a variety of high school credit courses for our students to include: Honors Earth/Space Science, Honors Physical Science, Spanish I, Medical Skills and Services, Foundations of Agriculture, Fundamentals of Agriculture, Algebra I and Algebra II.
5. Discuss GPAs and how the high school classes they take now, whether here or on FLVS, can impact their GPA before they even start high school.
6. Offer college prep programs including Rollins TRiO, UCF National Achievers Society, and the Duke University and Orange TIPS which prepare student to take the SAT and offer them the opportunity to take the SAT for exposure.
7. Create a college going atmosphere with pennants and posters displayed on walls of hallways, cafeteria, media center and the In School Suspension room.
8. Create a College and Career Center in the Guidance Office which will provide college/career planning materials for students to take or check out, as well as a computer or 2 for counselors to assist students in research and planning for post-secondary life.
9. Our ESOL curriculum resource teacher hosts a high school and post-secondary planning event for parents of LEP students. She invites representatives from the high school, tech centers and colleges to provide information. Guidance and AVID can also host a similar event for all students/parents, to also include information of educational financial planning.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will incorporate rigorous activities and questions into their lesson plans in order to strengthen our core academic instruction and to improve student achievement in all areas.

- G2.** Math teachers will incorporate small group instruction for mastery of the Florida State Standards and mathematical practices into their lesson and unit plans to improve student achievement in all grade levels.

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 incorporate rigorous activities and questions into their lesson plans in order to strengthen our core academic instruction and to improve student achievement in all areas. 1a

G042857

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	62.0
AMO Reading - All Students	67.0
FCAT 2.0 Science Proficiency	47.0
FAA Writing Proficiency	58.0

Resources Available to Support the Goal 2

- Instructional Coaches, Administrators, feedback on classroom observations, deliberate practice goals and activities, professional learning opportunities in creating rigorous instruction, peer feedback, professional development courses on Professional Development Services on-line, reading professional journal articles, common planning time with grade level Professional Learning Communities to develop unit plans, two planning days for grade level Professional Learning Communities, Marzano's book Reflective Teacher and Coaching Classroom Instruction, other Marzano resources, Common Core Institute's Guide for Using Webb's Depth of Knowledge with CCSS

Targeted Barriers to Achieving the Goal 3

- Teachers have limited time to work collaboratively to plan quality instruction and assessment.

Plan to Monitor Progress Toward G1. 8

Continue to analyze a variety of student achievement data: OCPS benchmark data, Read 180/Achieve/ System 44, common unit assessments, grades in the course. Increase the monitoring of classroom observation data will show an increase in the use of higher levels of rigor in classroom instruction.

Person Responsible

Kelly Pelletier

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Increased student achievement scores and iObservation ratings at the applying level.

G2. Math teachers will incorporate small group instruction for mastery of the Florida State Standards and mathematical practices into their lesson and unit plans to improve student achievement in all grade levels.

1a

G042858

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	62.0
AMO Math - African American	55.0
AMO Math - Hispanic	61.0
AMO Math - SWD	49.0
AMO Math - ELL	49.0

Resources Available to Support the Goal 2

- Instructional Coaches, Administrators, feedback on classroom observations, deliberate practice goals and activities, professional learning opportunities in creating rigorous instruction, peer feedback, grade level representatives attending vertical alignment meetings with elementary and high school for Algebra I skills, reading professional journal articles, common planning time with grade level Professional Learning Communities to develop unit plans and common assessments, two planning days for grade level Professional Learning Communities, Common Core Institute's Guide for Using Webb's Depth of Knowledge with Common Core State Standards

Targeted Barriers to Achieving the Goal 3

- Teachers struggle planning for and incorporating small group intervention into the regular class period.

Plan to Monitor Progress Toward G2. 8

Analyze a variety of student achievement data: OCPS math benchmark data, common unity assessments, computer assisted instruction data reports, grades in the courses. Classroom observation data will show an increase in the use small group interventions and teaching strategies to build conceptual knowledge.

Person Responsible

Kelly Pelletier

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

Increased student achievement scores and iObservation ratings at the applying level.

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 incorporate rigorous activities and questions into their lesson plans in order to strengthen our core academic instruction and to improve student achievement in all areas. **1**

 G042857

G1.B1 Teachers have limited time to work collaboratively to plan quality instruction and assessment. **2**

 B104686

G1.B1.S1 Offer professional development focused on working collaboratively to create focus calendars, daily lesson plans and common assessments. **4**

 S137732

Strategy Rationale

Teachers need to use their time wisely and coordinate the work that needs to be accomplished for each unit.

Action Step 1 **5**

Conduct professional development sessions focused on aligning the Florida Standards with unit plans, focus calendars, daily lesson plans and common assessments.

Person Responsible

Hollie Pearce

Schedule

Biweekly, from 8/18/2014 to 11/5/2014

Evidence of Completion

Handouts, sign in sheets, and reflections from the PD session, Lesson plans, common assessments

Action Step 2 5

Conduct professional development sessions on incorporating the Marzano elements that support rigor in classroom instruction into lesson plans.

Person Responsible

Hollie Pearce

Schedule

Monthly, from 8/18/2014 to 5/27/2015

Evidence of Completion

Handouts, sign in sheets, and reflections from the PD session, Lesson plans

Action Step 3 5

Meet with the grade level PLCs at the end of each unit to review the results of the completed unit and also to preview the plans for the next unit of instruction.

Person Responsible

Kelly Pelletier

Schedule

Biweekly, from 9/8/2014 to 6/3/2015

Evidence of Completion

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

Observe in the classrooms for evidence of common planning and common assessments.

Person Responsible

Kelly Pelletier

Schedule

Daily, from 9/8/2014 to 6/3/2015

Evidence of Completion

Completed focus calendars, lesson plans, and common assessments as well as iObservation data collected during classroom visits.

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

Monitor the student achievement data on the unit assessments and OCPS benchmark tests.

Person Responsible

Kelly Brown

Schedule

Biweekly, from 8/25/2014 to 6/3/2015


Evidence of Completion

Data from each unit common assessment will be entered into Performance Matters; grades in the course; OCPS benchmark 1 and 2 results.


G2. Math teachers will incorporate small group instruction for mastery of the Florida State Standards and mathematical practices into their lesson and unit plans to improve student achievement in all grade levels. 1

 G042858

G2.B3 Teachers struggle planning for and incorporating small group intervention into the regular class period. 2

 B104695

G2.B3.S1 Use data from common unit assessments to identify student misconceptions in conceptual knowledge of the identified standards. 4

 S115899

Strategy Rationale

Teachers need to know what concepts and skills the students are mastering so they can plan appropriately for the next unit and know what small groups are needed.

Action Step 1 5

Conduct data meetings after each common unit assessment by grade level to analyze the results and create an action plan to reteach through small groups the skills needing remediation.

Person Responsible

Heather Rideout

Schedule

Biweekly, from 9/1/2014 to 6/3/2015

Evidence of Completion

OCPS Math Benchmark results, common unit assessments, classroom grades, computer assisted instruction data reports.

Action Step 2 5

Schedule planning days for each grade level/subject in order to give the teachers time to analyze data and create collaborative lesson plans and common assessments.

Person Responsible

Hollie Pearce

Schedule

Semiannually, from 9/15/2014 to 5/4/2015

Evidence of Completion

Common unit assessments, focus calendars, lesson plans, plan for small groups within the classroom

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

Attend the grade level PLC meeting to discuss the data from the common assessment and also review the plans for the next unit which should include small group intervention.

Person Responsible

Hollie Pearce

Schedule

Monthly, from 9/15/2014 to 6/3/2015

Evidence of Completion

Collect data meeting notes, lesson and unit plans showing plan for small group intervention, common assessments

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

Monitor student achievement data, lesson and unit plans.

Person Responsible

Kelly Pelletier

Schedule

Monthly, from 9/8/2014 to 6/3/2015

Evidence of Completion

OCPS Math Benchmark results, common unit assessment results, computer assisted instruction reports.

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
G2.B3.S1.A1	Conduct data meetings after each common unit assessment by grade level to analyze the results and create an action plan to reteach through small groups the skills needing remediation.	Rideout, Heather	9/1/2014	OCPS Math Benchmark results, common unit assessments, classroom grades, computer assisted instruction data reports.	6/3/2015 biweekly
G1.B1.S1.A1	Conduct professional development sessions focused on aligning the Florida Standards with unit plans, focus calendars, daily lesson plans and common assessments.	Pearce, Hollie	8/18/2014	Handouts, sign in sheets, and reflections from the PD session, Lesson plans, common assessments	11/5/2014 biweekly
G1.B1.S1.A2	Conduct professional development sessions on incorporating the Marzano elements that support rigor in classroom instruction into lesson plans.	Pearce, Hollie	8/18/2014	Handouts, sign in sheets, and reflections from the PD session, Lesson plans	5/27/2015 monthly
G2.B3.S1.A2	Schedule planning days for each grade level/subject in order to give the teachers time to analyze data and create collaborative lesson plans and common assessments.	Pearce, Hollie	9/15/2014	Common unit assessments, focus calendars, lesson plans, plan for small groups within the classroom	5/4/2015 semiannually
G1.B1.S1.A3	Meet with the grade level PLCs at the end of each unit to review the results of the completed unit and also to preview the plans for the next unit of instruction.	Pelletier, Kelly	9/8/2014		6/3/2015 biweekly
G1.MA1	Continue to analyze a variety of student achievement data: OCPS benchmark data, Read 180/Achieve/System 44, common unit assessments, grades in the course. Increase the monitoring of classroom observation data will show an increase in the use of higher levels of rigor in classroom instruction.	Pelletier, Kelly	8/18/2014	Increased student achievement scores and iObservation ratings at the applying level.	6/3/2015 monthly
G1.B1.S1.MA1	Monitor the student achievement data on the unit assessments and OCPS benchmark tests.	Brown, Kelly	8/25/2014	Data from each unit common assessment will be entered into Performance Matters; grades in the course; OCPS benchmark 1 and 2 results.	6/3/2015 biweekly
G1.B1.S1.MA1	Observe in the classrooms for evidence of common planning and common assessments.	Pelletier, Kelly	9/8/2014	Completed focus calendars, lesson plans, and common assessments as well as iObservation data collected during classroom visits.	6/3/2015 daily
G2.MA1	Analyze a variety of student achievement data: OCPS math benchmark data, common unity assessments, computer assisted instruction data reports, grades in the courses. Classroom observation data will show an increase in the use small group interventions and teaching strategies to build conceptual knowledge.	Pelletier, Kelly	9/8/2014	Increased student achievement scores and iObservation ratings at the applying level.	6/3/2015 monthly
G2.B3.S1.MA1	Monitor student achievement data, lesson and unit plans.	Pelletier, Kelly	9/8/2014	OCPS Math Benchmark results, common unit assessment results, computer assisted instruction reports.	6/3/2015 monthly
G2.B3.S1.MA1	Attend the grade level PLC meeting to discuss the data from the common assessment and also review the plans for the next unit which should include small group intervention.	Pearce, Hollie	9/15/2014	Collect data meeting notes, lesson and unit plans showing plan for small group intervention, common assessments	6/3/2015 monthly

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 incorporate rigorous activities and questions into their lesson plans in order to strengthen our core academic instruction and to improve student achievement in all areas.

G1.B1 Teachers have limited time to work collaboratively to plan quality instruction and assessment.

G1.B1.S1 Offer professional development focused on working collaboratively to create focus calendars, daily lesson plans and common assessments.

PD Opportunity 1

Conduct professional development sessions focused on aligning the Florida Standards with unit plans, focus calendars, daily lesson plans and common assessments.

Facilitator

Hollie Pearce, Kelly Pelletier

Participants

all teachers

Schedule

Biweekly, from 8/18/2014 to 11/5/2014

PD Opportunity 2

Conduct professional development sessions on incorporating the Marzano elements that support rigor in classroom instruction into lesson plans.

Facilitator

Hollie Pearce, Kelly Pelletier, Kelly Brown, Kevin Duncan

Participants

all teachers

Schedule

Monthly, from 8/18/2014 to 5/27/2015

G2. Math teachers will incorporate small group instruction for mastery of the Florida State Standards and mathematical practices into their lesson and unit plans to improve student achievement in all grade levels.

G2.B3 Teachers struggle planning for and incorporating small group intervention into the regular class period.

G2.B3.S1 Use data from common unit assessments to identify student misconceptions in conceptual knowledge of the identified standards.

PD Opportunity 1

Conduct data meetings after each common unit assessment by grade level to analyze the results and create an action plan to reteach through small groups the skills needing remediation.

Facilitator

Heather Rideout, grade level professional learning community leaders

Participants

math teachers

Schedule

Biweekly, from 9/1/2014 to 6/3/2015

PD Opportunity 2

Schedule planning days for each grade level/subject in order to give the teachers time to analyze data and create collaborative lesson plans and common assessments.

Facilitator

Hollie Pearce, Heather Rideout, Kelly Pelletier

Participants

math teachers

Schedule

Semiannually, from 9/15/2014 to 5/4/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Teachers will incorporate rigorous activities and questions into their lesson plans in order to strengthen our core academic instruction and to improve student achievement in all areas.	1,800
Goal 2: Math teachers will incorporate small group instruction for mastery of the Florida State Standards and mathematical practices into their lesson and unit plans to improve student achievement in all grade levels.	3,000
Grand Total	4,800

Goal 1: Teachers will incorporate rigorous activities and questions into their lesson plans in order to strengthen our core academic instruction and to improve student achievement in all areas.

Description	Source	Total
B1.S1.A1 - Notebooks and paper for copies	General Fund	200
B1.S1.A1 - Substitutes for PD during the school day	General Fund	1,500
B1.S1.A2 - paper for copies	General Fund	100
Total Goal 1		1,800

Goal 2: Math teachers will incorporate small group instruction for mastery of the Florida State Standards and mathematical practices into their lesson and unit plans to improve student achievement in all grade levels.

Description	Source	Total
B3.S1.A2 - substitutes for the planning days	General Fund	3,000
Total Goal 2		3,000